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ABSTRACT

A discussion of African language teaching in the United States argues that the profession of African language instruction is in its infancy, without a common body of knowledge, generally accepted standards of practice, or specific goals, and that it needs further development, based on earlier federal legislative mandates. It is further proposed that this process of professionalization follow a timeline, presented here, that parallels the Department of Education's reform initiative, "America 2000." An introductory section offers background information on the evolution of federal support for African studies in higher education, from the National Defense Education Act of 1958 to the present, and describes the marginalized status of African language teaching. A long-term national plan for African language teacher education, language classification, curriculum development and articulation, objectives and criteria for student assessment, establishment of teacher certification standards, research and information dissemination, and involvement of ethnic communities, is outlined. Appended materials, which comprise the bulk of the document, include data on African language instruction and area studies, state and federal support for African and other language instruction, grants, other resources, common concerns and student comments about African language instruction, federal language school proficiency requirements, teacher training and employment, curriculum design, and teacher certification. (MSE)

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PROFESSIONALIZING AFRICAN LANGUAGE TEACHING IN THE UNITED STATES: MEETING THE "AMERICA 2000" INITIATIVE AT TITLE VI AFRICAN STUDIES CENTERS

Patricia S. Kuntz
(Curriculum and Instruction)
University of Wisconsin-Madison
kuntz@macc.wisc.edu kuntz@wiscmacc.bitnet

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> Foreign language teachers cannot alone succeed in lifting America's Language Curtain. They can and will facilitate the process by bringing their methods and objectives up to date; but no change will come about until those who actually determine the course of American education are convinced that a change is overdue. (William R. Parker, address given 11 August 1953, Middlebury College. First Director of NDEA, Title VI, Language Development Program)[1]

During the past four decades, many improvements in the teaching of African languages have been proposed; however, few have been implemented. Changes which Parker advocated in 1953 still need to take place. Specifically, we Africanists at the Title VI funded universities must lead the effort to professionalize the teaching of African languages.

Professionalization, as a historical phenomenon, describes a process by which members of an occupation share a common body of knowledge and applies the agreed upon standards of practice in exercising that knowledge on behalf of a defined clientele.[2] In the language profession, teachers, on an annual basis, are expected to produce language learners who acquire understanding about the language, its culture, its literatures, and its linguistic components. Administrators anticipate that these learners will make steady gains in language proficiency and culture appreciation with decreasing ethnocentrism. However, as this essay argues, the profession of African language teaching is still in its infancy. Up to now, African language instruction has had a minimal common body of knowledge, fluctuating standards of practice, and uncertain goals.[3] In this paper, I advocate a specific timeline for developing an African language teaching profession and career--one that is parallel with the U.S. Department of Education reform initiative "America 2000."[4]

Background

For 35 years, teachers of African languages have struggled to prepare courses for over 50 different African languages. [Appendix A] Begun with the National Defense Education Act[5] (NDEA/HEA) in 1958 and expanded by various other legislative acts, African language instruction has received national support not only at the postsecondary level, but also at the precollegiate levels. [Appendix B] The NDEA was legislated to educate U.S. citizens for proficiency in non-Western European languages. Under this legislation university African Studies Centers (ASC) compete for funds which their institutions must match. [Appendix C] This support is designated for pedagogical research, travel for language maintenance, graduate language fellowships, development of assessment standards, and program administration. However, most of funding finances fellowships and administration.[6] Only an estimated 18 percent of these funds actually support the original purpose--instruction of African languages or language policy development.[7] Currently, over 25 different federal government initiatives provide short-term funding in the following areas of foreign language development: [Appendix D]

- data collection and research
- graduate and undergraduate student assistance
- program design and assistance
- materials development and technical support
- teacher education and professional development

Furthermore, the following Title VI 1993 guidelines and priority

items for refunding now focus on language proficiency for faculty as well as students:[8]

- area countries tours after 1975 for 3+ month
- area language proficiency for faculty
- area-related publications (5 most recent publications)
- area-related theses supervision in past 5 years
- language faculty pedagogical workshops
- language Tas' pedagogical workshops and training programs
- performance-based materials for FLAS language instruction
- university's 2-year FL entrance and/or exit requirement

Now, these requirements stress the importance of language proficiency for both language and area studies specialists. However, the present academic community, for the most part, does not award tenure and promotion to scholars on the basis of foreign language acquisition research and teaching. Rather, similar to practices prior to 1958, academia still considers language teaching a tedious and demeaning activity but unavoidable.[9] Unfortunately, even Title VI premier instructors of African languages, who by and large are hired from other disciplines, quickly become discouraged, experience a loss of self-esteem, and subsequently change their scholarly pursuits.

Thus, this marginalization of language instruction has inhibited Africanists' career commitments and students' goals. As a result, few instructors of African languages participate in language professional activities such as:

- applying language assessment techniques

- conducting pedagogical research of an African language
- creating a national framework with guidelines for sequential study of each major African language
- developing and publishing classroom tested materials
- directing dissertations on African language pedagogy
- generating overseas language programs
- holding positions in language organization
- integrating supervision into the language program
- maintaining language/cultural knowledge by country visits
- publishing pedagogical research

And students of African languages rarely secure an African language education--communicative competence, cultural knowledge, and cognitive growth.

In summary, African languages teaching is handicapped by the lack of common pedagogical guidelines and goals. African languages instructors must obtain pedagogical training, employ current methodologies for communicative goals, and be judged and evaluated according to criteria as language teaching scholars. In essence, administrators and instructors must view African language instruction as a discipline and profession and cease trivializing its instruction. This paper will review teaching and research problems and recommend some attainable solutions by year 2000.

Problems and Recommendations

Although various acts legislate funds for ASCs, the African language instructors are responsible for a conceptual framework

including program development, curriculum design, and instructional training. Discretionary funding has little cumulative effect upon the framework of African language teaching, local control, or global collaboration. Therefore, Africanists must establish a national plan, obtain institutional support, and develop multi-phased articulation.

Based upon information provided by several organizations, this paper illustrates the recommendations in the appendices for the following priority ASC languages: Afrikaans, Amharic, Arabic, "Bamana," Hausa, Lingala, Shona, Swahili, Wolof, Yoruba, and Zulu.[10] [Appendix E] Understandably, these suggestions may challenge the theories, methodologies, and practices of the previous 35 years.

National Plan for Teaching African Languages

A long-term national plan for instruction will achieve language teaching continuity.[11] Until Africanists accept a document of goals, none of the issues of research, enrollments, interdisciplinary courses, and overseas or national linkages will have relevance. Once approved, this plan could be published and disseminated through the American Council on the Teaching of Foreign Languages (ACTFL) along with other language frameworks. Two survey instruments (Beliefs about Language Learning and Foreign Language Aptitude) can help Africanists focus on language learning.[12] Ideally, this plan would include the following for each regularly taught language: consistent language labels, dependable course offerings and sequences, criteria for levels of

achievement and assessment, qualifications for teachers, and standards for materials. [Appendix F]

Language labels.[13] After 35 years African linguists and instructors of languages still have not agreed on labels for languages. Some ASCs identify their languages by a linguistic classification, while others use various terms from European or African languages. This practice causes great confusion. A case in point is the plethora of labels for the following three African languages/groups:

Fulani, Fula, Fulfulde, Peul, Poular

Bamana, Bamanakan, Bambara, Djula, Malinke, Mandingo, Manding, Mandinka

Chewa, Chichewa, Chinyanja, Nyanja

* **Agree upon one designated name based on the English form.**

Course offerings and sequences. Also, sporadic and inconsistent course offerings create confusion and frustration. In order to attract graduate students seeking fellowships, ASCs frequently compete for short-term funding to teach non- or low-priority languages.[14] Often ASCs offer these languages on a limited basis at the elementary level during the summer.[15] Rarely, does this format (a summer or one-year program) provide the necessary proficiency required of language use, research, or teaching. Unfortunately, even these infrequent exposures are available only under certain conditions--a faculty member's interest, an individual's request, or an African student informant's financial need. Although the instructor or informant may no longer be employed, the ASCs often continue to advertise the language. For these reasons, several ASCs declare over 15

languages available at their institution when only two or three faculty members actually teach a limited African language sequence.

Understandably, African languages require additional contact time for mastery of linguistic and cultural features. Based upon studies of several government language schools, nearly all African languages fall into categories which require significantly more contact hours than French, German, and Spanish.[16] Furthermore, a proficiency of less than advanced or superior rating will not meet state and federal employment or research prerequisites. On average, the current ASC language program design does not meet such basic stipulations. To achieve this performance capability, ASC must augment the contact time of their programs. [Appendix G]

* **Annually, review, revise, and update published language offerings. Provide 5 contact hours per week for Category I languages and 7 contact hours per week for Category II-IV languages. Offer languages for 3 levels. Include an overseas and summer# immersion language program for all regularly taught languages.**

Levels of achievement and assessment. A fundamental problem for Africanists is defining guidelines for national language goals. To date, no published goals are available for instructors, students, funding agencies, and non-ASC programs. All offered languages would gain from instructional uniformity and continuity at each level, especially given the turnover of instructors.[17] These expectations would indicate proficiency goals and instructional guidelines for novice, intermediate, advanced, and

superior levels. Describing these learning expectations is essential for students in meeting graduation, research, and employment requirements.

Presently, only Arabic language instructors have published their own proficiency and instructional guidelines focusing on listening, speaking, reading, writing, and culture skills.[18] Although Africanists at Indiana drafted guidelines that defined goals for three levels of achievement, African language instructors have not approved, implemented, or nationally distributed them.[19] Three ASC linguistics developed a profiling guideline; however, this document also has not been accepted by ASC instructors.[20]

In addition to the goals of different levels of courses, instructors need to agree on criteria for assessing students so as to place them in appropriate courses. Heretofore, few Africanists have dealt with placement into the ASC programs of undergraduate students having previous training or target country experience. As a result of recent elementary and secondary school legislation, African language instructors should consider not only the research needs of their graduate students and colleagues, but also the language interests of potential precollegiate students and their teachers. Until now neither the articulation of African language programs at the secondary and other tertiary institutions nor the overseas programs has factored in the national plan.

In addition, since few instructors have obtained certification in language assessment either from ACTFL for the oral proficiency interview[21] or from the Center for Applied Linguistics (CAL) for

the simulated oral proficiency interview[22], ASCs cannot rank their instructors or students with any reliability.[23] Graduates seeking employment in government agencies and business enterprises customarily must attain a "superior" or "3" or "very good" rating[24] for listening, speaking, and reading (cultural sensitivity).[25] At the same time, most states require an assessment of "advanced" or "2" or "good" for foreign language certification for elementary or secondary school appointments.[26]

* **Select specific languages and match language with instructors with pedagogical training and African language teaching experience in the U.S. Develop a reliable process to assess proficiency and achievement.**

Teacher qualifications. Standards for teaching African languages vary greatly among the ASCs. A recent survey of African language faculty indicates that no standards exist for ASC teachers in contrast to state K-12 teacher certification requirements. Advertisements for language instructors rarely require any language pedagogical training, overseas contact in the target language country, or evidence of actual language teaching.[27] In fact, to avoid long hours associated with language instruction, some faculty are known not to teach well. In such cases, junior faculty or graduate students may assume an overload assignment in order to maintain the language program.

Although a few ASC graduate students may achieve "native" fluency in an African language--a perceived prerequisite for employment--of those who do, few are hired. Traditionally, U.S.

administrators hire first, second, or third language speakers from Africa whom they assume rate a "native" proficiency.[28] Frequently, however, African and European expatriate instructors lack not only language pedagogical training, but also familiarity with the U.S. educational system and postsecondary students--both critical factors for a successful program.

In addition, administrators require even less pedagogical training for temporary instructors. In fact, few ASC administrators encourage teaching assistants (TA) or informants to attend methodology workshops which address the issues of goals, materials, content, theories, and evaluations. Only one ASC offers a methodology course designed specifically for TAs of African languages. Although the CIE Title VI guidelines request a list of TA pedagogical workshops or courses, funding is not contingent on TA attendance. In contrast, based on recent surveys, the majority of TAs indicate that they would participate in such courses prior to a teaching appointment.[29]

Several prominent language organizations have endorsed a foreign language certificate for postsecondary teachers including TAs at all instructional levels.[30] At many ASC universities, seminars, workshops, or even courses in teaching methods and materials are offered through the College of Letters and Science or the School of Education to provide methodological information, practice among peers in the target language, and discussion of self-assessment.[31] [Appendix H]

* **Set standards for hiring of instructors to include a portfolio**

of materials: African and English proficiency, pedagogical research and training, overseas travel, and student evaluations.

Materials. At ASCs, linguists have designed materials for elite, motivated graduate students. Unfortunately, few ASCs language programs structure beginning courses with a trajectory for intermediate and advanced work.[32] However, because of the reinstated university undergraduate language requirement and the Title VI emphasis on undergraduate as well as graduate students, African language materials now serve a wider audience with various learning styles and expectations.[33] Furthermore, to secure HEA Title VI funding, instructors now need to develop courses based upon communicative competence using authentic materials. Thus, instruction requires a complete revision of improved materials for the elementary level and the development of materials for intermediate and advanced levels. To facilitate this process, the Center for Advanced Language Learning advocates criteria for preparing advanced level materials.

Publication and distribution of materials are related problems. The federal government, which underwrites most African textbook/materials development projects, cannot provide the necessary support for language and pedagogical editing, classroom testing, and reviewing, or marketing. Since, few Africanists are familiar with the process of language textbook production, few materials or projects are shared among colleagues or nationally distributed. Most remain in ASC files as forgotten efforts.

* **Develop a systematic plan for revising materials for three**

levels of instruction. Familiarize self with different media for instruction. Address the various learning strategies and instructional techniques in the texts. Utilize commercial publishers for marketing text and supplementary materials.

Institutional Support

The degree of institutional support will determine the success of an African language program. Rivers outlines 19 factors crucial for college language instruction and program implementation which are subsumed under institutional support.[34] Although the national plan is a critical issue, so too is the support of administrators and colleagues to encourage proposal writing, research, development of language degrees, certification of K-12 teachers, language maintenance, supervision, reduction of small enrollment and attrition, and library collections.

Proposal writing. Although supplementary, short-term grants are available, no long-term financing underwrites any African language program. This situations forces the language instructor constantly to apply for additional funding. But, if the institution does not recognize proposal awards as part of the tenure and promotion evaluation, few junior instructors can afford time to generate projects and administering awards. In addition, although grants are awarded for overseas program development, research, materials development, participation in conferences and workshops, the most critical need is for material development. Undeniably, textbooks and teaching materials are desperately needed for language programs. Again, if universities do not include these

documents in tenure and promotion portfolios, few instructors will draft projects.

* **Create department and college cooperation in developing, implementing grants for language instruction. Provide rewards for programs receiving grants especially materials development.**

Research. Language research suffers similar lack of instituional support. Language acquisition research is minuscule and restricted to informal data.[35] Few results are generalizable to African language classes, and those which might apply are marred by inadequate problem development, lack of control of variables, invalid measures, and inappropriate statistical techniques.[36] Few Africanists have published language acquisition results with qualitative data based upon symbolic or critical theories, meta-analysis, or action research.[37] Major language journals are devoid of studies of African languages instruction. This "intellectual myopia" is responsible for the fact that to date, few Africanists have researched and published on the following topics:[38]

- communication strategies
- errors--corrections, repairs, and "native" irritations
- evaluation and assessment
- faculty - TA supervision
- learning styles (metacognition, cognition)
- maintenance of language skills
- phonological awareness and physiological limitations
- sequencing of linguistics features

- social strategies
- student anxiety
- target cultural interpretation by Americans and Africans
- teaching styles and impact upon students
- technology as instruction (computers, video, satellites)
- textbook development

* **Conduct replication or validation studies of acquisition research at the tertiary level. Collaborate on research projects with scholars in the commonly taught languages.**

Doctoral language degree. Since no ASC offers a doctoral language program for research in curriculum development, instruction design, or evaluation, preparing new scholars in the field of African language acquisition is limited.[39] Consequently, few students and faculty of African languages are prepared to contribute to the African language acquisition field.[40] One ASC has created a Ph.D. minor in second language acquisition; however, this minor does not require a language proficiency. [Appendix I]

* **Encourage research and teaching of African languages. Provide a forum for discussion of curriculum and instructional issues. Create an option for an advanced degree in African language acquisition which includes pedagogical training and a teaching component as performed in an Africa language.**

Certification. Africanists have not trained either tertiary instructors or precollegiate instructors. Meanwhile, Africanists should acknowledge the growing demands for African language instruction at the K-12 levels. This demand requires cooperation

among faculty and departments in the letters/arts, science, and education. Such a program will require compliance with state regulations similar to those prescribed for Wisconsin.[41] (Appendix J)

* **Contact the state foreign language supervisor and the university foreign language methods/supervisor. Become familiar with the requirements for language certification. Consult with supervisors of other LCT programs.**

Language maintenance. After achieving a superior language proficiency, students and instructors often lose their language skills.[42] Language maintenance requires regular practice. Although teachers of Arabic do have several choices for language maintenance, no ASC provides advanced immersion programs for instructors, students, or other faculty of other African languages.[43] No university has an African language house or language room where students and faculty can immerse themselves in a major language and its culture. Unlike many state licensure requirements for precollegiate instructors, ASC instructors have no obligation to maintain their language, culture, or pedagogical skills.

* **Create a maintenance program for advanced level students and faculty by collaborating with other universities. Support overseas programs, African language conferences and workshops. Promote communication by developing a language computer bulletin board.**

Supervision. Although Title VI funding requires that ASCs appoint a "language coordinator," few designated faculty members

function other than to represent the university at annual language coordinator meetings. As a group, ASC coordinators rarely take an active role in demonstrating new teaching strategies or new materials, motivating instructors, orientating TAs, coordinating student-instructor agendae, or leading new language policy and program development.[44] The coordinator is typically a linguistic seeking tenure or promotion.[45] Rarely do these coordinators receive release time to observe classes and discuss teaching strategies or improved methods and materials.[46] Consequently, coordinators provide little pedagogical training for new instructors or direction for tenured faculty. Walz outlines some strategies for supervision, mentoring, and peer advising which may be helpful for language coordinators and senior faculty.[47] [Appendix K]

* **Supervision should be an inherent part of the language coordinator's position. Require training in supervision. Observe each class regularly and discuss results with the instructor.**

Small enrollments and attrition. Generally, African language courses attract small class enrollments.[48] Without dependable enrollments, department chairs are reluctant to hire permanent instructors. Therefore, it is difficult to build a sequential program. As a result of these limitations at the college level, instructors continue to experience small enrollments and acceleration of student attrition. A faculty instructor who has not secured a sufficient number of students cannot hire a TA, which would provide teaching experience for a graduate student. In

addition, small enrollments limit the quantitative research capabilities of the instructor.

Foreign Language Area Studies (FLAS) fellowships are no guarantee for enrollments. Now, merely a few graduate students ever obtain a FLAS fellowship for several years. Moreover, only certain languages have fellowship authorization. Likewise, the U.S. Department of Education can change the languages supported by fellowships without notice. Often a student who receives a FLAS begins one language must switch to another language instead as a consequence of the lack of sequential language offerings.

Attrition of students also may be a serious problem. At many ASCs, a large attrition rate occurs following the second semester/third quarter and second year.[49] Few first semester students of African languages ever complete the two-year language requirement for the bachelor's degree.[50] Some students have false expectations and unachievable goals.[51] Frequently, instructors do not explain the difficulty of learning African languages. Furthermore, instructors may not be prepared to deal with the range of student learning styles and the population of (ethnic) false beginners. Despite the fact that both undergraduate and graduate students enroll in these classes, few instructors regularly provide a variety of activities in each class.[52]

To compound the situation, student advisors frequently belittle the language program and discourage their advisees from completing a three-year sequence. Some advisors admonish graduate students from committing so much time to courses not required by

the student's department. In fact, several ASCs do not require language courses for their concentration, certificate, or minor despite the fact that HEA funding was legislated for language instruction.[53] These factors detract from a three-year language sequence necessary for any substantial language proficiency and eventual employment. [Appendix L]

* **Advertise, describe, and explain language program at major high schools. Recruit undergraduate students. Integrate different activities to facilitate learning styles. Inform faculty on regular basis concerning requirements.**

Library collections. Finally, ASC library collections are often a forgotten resource for the language class. This failure results in a missed opportunity to incorporate excerpts of current resources such as fiction and non-fiction, CDs/records, videos, newspapers, technological networks and data bases, and journals in language courses. Furthermore, Africana librarians provide a directory of newspapers published in European and African languages held at various U.S. universities.[54] In order to make use of Africana librarians' funds, language instructors could maintain a prioritized list of materials.

* **Maintain contact with the Africana librarian. Familiarize students with the target language resources.**

Articulation

Because the 12 ASCs consider their programs the only serious ones in the U.S., they have developed few linkages. This attitude is evident in the lack of collaboration with area instructors of

other departments, of other U.S. institutions, of language associations, of African universities or with government missions officials and ethnic community residence.

Other departments. Instructors of African languages rarely consult even with area studies Africanists on their own campus.[55] This situation is particularly evident at ASC universities where Middle East Studies Centers exist.[56] Administrators and faculty members demonstrate little cooperation with Arabic (MSA and colloquials), Ancient Egyptian, and "Berber" courses and program activities. As specified in the NDEA 1958, funded language courses must correlate with the area studies courses. Therefore, to support the faculty and students' research foci, ASC directors and department chairs are responsible for coordinating language offerings with language-related area courses and declared dissertation topics.[57]

This lack of consultation involves not only courses, but also hiring procedures. It is common for a language instructor to be hired based on expertise in literature or linguistics and not on excellence in teaching language. Furthermore, the language which these instructors teach may have no relation to courses in other area disciplines. Interdisciplinary concentration is critical not only for thorough research and teaching preparation of students, but also for improvement of faculty and staff skills.[58]

Frequently, area studies faculty fail to support language offerings since they have not obtained a proficiency level necessary for research or productive language skills. Furthermore,

many Africanists have not continued regular visits to their research target country/region. Thus, they have lost their current language, cultural familiarity, and contacts so important to teaching.[59] Consequently, the institutional role models of language excellence are absent. [Appendix M]

* **Hire faculty who teach content which strengthens the language offering and correlates with an area course focus. Consider instruction in a major African language for area courses. Encouraged area faculty to secure and maintain an African language proficiency.**

Other U.S. institutions. The lack of collective, field-wide collaboration isolates ASCs and weakens the African language profession. Customarily, African language instructors from non-Title VI universities, K-16 institutions, or proprietary/ government organizations are not included in discussions.[60] Although several ASCs have hosted workshops to identify resources of African language instruction,[61] few African language faculty instructors and language coordinators participated. Traditionally, ASCs do not provide incentives for language program development and inter/intra-language articulation. Furthermore, few ASCs apply the consensus from these meetings to improve language instruction.

Besides, consultation of the ASC instructors is minimal. Only an occasional Africanist collaborates with language teachers of a commonly taught or other LCT language.[62] Also, Africanists rarely consult foreign language editors of university presses or commercial publishers concerning the mechanics of material

development and distribution.[63] In 1990, to compensate for the ASC deficiencies, the government created several new language centers to develop curricula and conduct research in instruction. These include three Language Resource Centers, "historically African-American colleges," and the Center for the Advancement of Language Learning.[64] [Appendix N]

* **Develop a systematic program for cooperation in teaching and research with language teachers at all levels and all languages.**

Language associations. Since few Africanists hold memberships in language pedagogical organizations or African-related associations, articulation vertically and horizontally is insignificant.[65] Consequently, Africanists do not receive necessary encouragement, promotion, and leadership roles for program changes of African language instruction. Not only do these associations provide contacts and conferences, they also publish journals or newsletters describing research or program development. Associations are a conduit for disseminating information concerning accurate, current descriptions of instructors and programs.[66] To further help, associations could define the profession through licensure and hiring standards. As a unified voice, associations articulate goals, develop materials with authentic illustrations, and monitor practices in the community, state, and national arena. [Appendix O]

* **Join national, state, and regional language associations by active participation and contributions to their journals. As members encourage the development of endowments for research and**

achievement awards.

African country instructors. Although linkages with language instructors in Africa are frustrated by difficulties of travel, communication, and economics, Africanists must utilize every resource to promote interchange and sharing of training and experience such as the Fulbright Scholar Programs. Nevertheless, Africanists might pursue other forms of communications such as electronic mail which connects over 35 African countries.[67] Unfortunately, without the target language country linkages, many teaching materials lack authenticity.

* **Utilize computer networks with scholar exchanges to develop linkages.**

Government missions. Because of economic limitations of African governments, African language instructors have minimal international support from target language embassy and council offices. Although African missions may not provide tourist information or videos in the target language, employees are able to suggest contacts for instructors and often duplicate personal materials.

* **Use the missions to build contacts and to organize overseas programs. Invite African visitors to speak in language classes.**

U.S. ethnic communities. Ethnic communities in the U.S. represent a ready, untapped source of language support. Leaders of ethnic communities can enliven the appreciation between learners and speakers. Oriotunji Village in South Carolina promotes Yoruba culture while Arabic communities advances Arabic in the mosques,

churches, and via community television and radio broadcasts. These communities play a significant role in shaping U.S. policy and demanding industry to provide African language services.

* **Identify the ethnic communities language support.**

Conclusion

Although the systemic problems of African language teaching have existed over 35 years, the effective solutions reside in the hands of the ASC African language teachers and their administrators. The African language profession will evolve only when Title VI university administrators, together with their faculty and staff, recognize that African language instruction and research are governed by serious, uniformly respected principles. Professional efficacy can be achieved during the remaining six years of this decade in partnership with "America 2000." [Appendix P]

In a recognized multi-ethnic world, the academic community can no longer marginalize African language instruction. During a time of dwindling federal and state funding, the Africanists should concern themselves with instruction for students of all levels, not just the elite, motivated graduate student. The professionalization of African language teaching can be defined by a specific national language plan, solid institutional support, and articulation of methods and materials among colleagues and associations around the world.

This text argues for honesty, communication, and team work to

strive for clearly defined goals with regard to African language programs. As, June Phillips says:

> Until rigorous investigation produces more solid answers, many classroom teachers will continue to nod acceptance to new goals but with minimal instructional change. The temptation to remain with the familiar rather than to try the new, even when the efficacy of the familiar is challenged, cannot be underestimated.[68]

For 35 years we have remained with the familiar. Now is the time to try the new.[69]

25 November 1993

Notes

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3. Walker, G. (1991) Gaining place: The less commonly taught languages in American schools. *Foreign Language Annals*, 24/2: 131-150. Brecht, R. (1991) Less commonly taught and commonly taught languages: Commonalities and differences. *Foreign Language Annals*, 24/2: 151-153.

4. Alexander, L. (1991) *America 2000: An education strategy*. Washington, DC: U.S. Department of Education.

5. Reauthorizations, reenactments, amendments of the NDEA are in the Higher Education Act 1965 PL 85-864, Higher Education Act 1980 PL 96-374, Higher Education Act 1986 PL 99-498, Higher Education Act 1987 PL 100-50, and the Higher Education Act 1992 PL 102-325. U.S. Code 20, Ch. 28 International Programs §1122-25 (Higher Education) and §3001-6 (Foreign Language Assistance); Legislative History Subchapter VI--International Education Programs.

6. Currently, these universities are national resource centers for African language instruction: Boston University, University of California-Berkeley, University of California-Los Angeles, Cornell University, University of Florida, University of Illinois, Indiana University, Michigan State University, Ohio State University, Stanford University, University of Wisconsin, and Yale University. The next 3-year proposal competition is November, 1993.

7. Schneider, A.I. (1979) NDEA centers: How they use their federal money. In J.A.Perkins (ed.), *President's commission on foreign language and international studies: Background papers and studies*. Washington, DC: U.S. Government Printing Office. Allison, M. (1986) A review of proposals to strengthen foreign language and international education. *Foreign Language Annals*, 19/6:533-536. Draper J. (1992) "Rhetoric and Reality: A comparison of Congressional and project outcomes in federally-funded foreign language education programs." (ACTFL/NFLC) research for paper. Data gathered from the Center for International Education, Department of Education in 1992. Schneider, A.I. (1993) Technical assistance guide (volume II) staff papers: National Resource Centers and Foreign Language and Area Studies Fellowship programs. [CFDA No. 84.015] Washington, DC: U.S. Department of Education, Center for International Education.

8. Center for International Education. (1993) *Technical assistance guide for grants under the National Resource Centers and Foreign Language and Area Studies Fellowship Programs*. Washington, DC: U.S. Department of Education. Department of Education. (1993) International education programs; Final rule. (10 June) *Federal Register*, 58/110: 32574-32578

9. Axelrod, J. & Bigelow, D. (1962) *Resources for language and area studies: A report on an inventory of the language and area centers supported by the National Defense Education Act of 1958*. Washington, DC: American Council on Education.

10. Center for International Education (administration of HEA Title VI National Resource Centers), Center for Applied Linguistics/Georgetown University (Title VI - Language Research Center), Society of Linguistics in America, and the Modern Language Association.

11. Brecht, R.D. & Walton, A.R. (1993) Second language learning framework. Washington, DC: National Foreign Language Center. (manuscript) See also: Brecht, R.D. & Walton, A.R. (1993) A National strategy for the development of the less commonly taught languages in the United States. Washington, DC: National Foreign Language Center. (manuscript)

12. Horwitz, E.K. (1985) Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign Language Annals*, 18/4: 333-340.

13. Each problem will be addressed followed by recommendations in bold face.

14. This practice began in 1964. In some cases, advertised courses are rarely taught, in other cases the courses taught once during a summer program or on an individual bases have not been deleted from brochures.

15. Few ASCs maintain records concerning the summer offerings. Since 1990, the Association of African Studies Programs and the ASC language coordinators have attempted to prepare a list of languages by university; however, ASCs still change their summer language offerings even one week prior to the session. Some individuals and universities refuse to cooperate.

16. Liskin-Gasparro, J.E. (1982) *ETS oral proficiency testing manual*. Princeton, NJ: Educational Testing Service.

17. Haggstrom, M.A. (1993) A chacun sa pédagogie: Reconciling instructors' styles and approaches to foreign language teaching. *ADFL Bulletin*, 25/1: 36-40.

18. ACTFL. (1989) Arabic Proficiency Guidelines. *Foreign Language Annals*. 22/4: 373-92.

19. Newman, R.M. (1985) *Proficiency goals in African languages with specific recommendations for Hausa, Lingala, and Swahili*. Bloomington, IN: Department of Linguistics.

20. Bennett, P.R.; Biersteker, A.; & Dihoff, I. (1987) Proficiency profiling guidelines: Generic, Swahili, Hausa. ?Madison, WI: University of Wisconsin, African Studies Program (manuscript).

21. Thompson, I., Thompson, R.T., & Hiple, D. (1988) Issues concerning the less commonly taught languages. In P. Lowe, Jr. & C.W. Stansfield (eds.), *Second language proficiency assessment: Current issues. Language in education: Theory and Practice, No. 70*. Englewood Cliffs, NJ: Prentice-Hall or Washington, DC: Center for Applied Linguistics.

22. Thompson, R.T. & Johnson, D.E. (1988) Proficiency testing in the less commonly taught languages. *ERIC Digest* (December). Washington, DC: Center for Applied Linguistics. Stansfield, C.W. & Kenyon, D.M. (1990) *Development of semi-direct tests of oral proficiency in Hausa, Hebrew, Indonesian, and Portuguese*. Washington, DC: Center for Applied Linguistics. Stansfield, C. & Kenyon, D.M. (1992) Research on the comparability of the Oral Proficiency Interview and the Simulated Oral Proficiency Interview. *System*, 20/3.

23. Lange, D.L. (1990) Assessing language proficiency for credit in higher education. *ERIC Digest* (EDO-FL-90-02 September). Washington, DC: Center for Applied Linguistics.

24. These associations and organizations now collaborate in developing assessment instruments - American Council on the Teaching of Foreign Languages, Foreign Language Institute (Dept. of State), Interagency Roundtable (government agencies which teach languages - CIA, FSI, NSA, DLI, PC), Educational Testing Service, and Modern Language Association.

25. Lowe, P. (1982) The U.S. government's foreign language attrition and maintenance experience. In R. Lambert and B.F. Freed (eds.), *The loss of language skills*. Rowley, MA: Newbury House Publishers. Trammell, R.L. (1991) Can the ACTFL proficiency guidelines be used for reading-for-research courses? *ADFL Bulletin*, 23/1: 14-21. Department of State. (1991) *Study a of foreign language entry requirement for the foreign service*. Washington, DC: United States Senate, Committee on Foreign Relations and the House of Representatives, Committee on Foreign Affairs. (manuscript)
(ACTFL) Professional Proficiency - Superior/3 - Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that speaker rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturbs the 'native' speaker.

26. Lange, D.L. (1991) Implications of recent reports on teacher education reform for departments of foreign languages and literatures. *ADFL Bulletin*, 23/1: 27-34.
(ACTFL) Limited Working Proficiency - Advanced/2 - Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, can handle limited work requirements, can get the gist of most conversations on nontechnical subjects, can use vocabulary sufficient to respond simply with some circumlocutions, accent is intelligible, and can usually handle elementary constructions quite accurately.

27. Data gathered from positions announcements advertised through the African Studies Association, Association of African Studies Programs, Middle East Studies Association, Modern Language Association, American Association of Arabic Teachers, Arabic-L, SLART-L, Linguist-L, and *The Chronicle of Higher Education*.

28. Harries, L. (1966) Vernacular literature in African language teaching. In J. Berry, R.P. Armstrong, J. Povey (eds.), *Proceedings of a conference on African language and literatures at Northwestern University*. Evanston, IL: Northwestern University, African Studies Center. Harries points out the fact that most Swahili informants at Title VI ASCs are actually third or fourth Swahili language speakers. It is not unknown for a Kamba, Kikuyu, Kalinjin from Kenya to be hired as a Swahili informant/teaching assistant who learned Swahili as a third language. The same is true of Indian/Baluchi living in Mombasa who learn Swahili informally after their own language and English. In both cases the proficiency of Swahili is often only intermediate (1) or limited working (2). Although Tanzania holds Swahili as the official language jointly with English, schooling in Swahili is only available in public institutions for the first three elementary school grades. Students who attend private schools in any of the East African countries may not obtain any formal instruction in Swahili.

29. Discussion with the Wisconsin department language supervisors verifies that they welcome African language instructors to participate in August workshops or courses. Benjamin Rifkin (UW-Slavic Languages), Charles James (UW-German), Sally Magnan (UW-French), Ellen Rafferty (UW-South East Asian Languages), and Akira Miura (East Asian Languages). My data from African language TAs supports this recommendation. Rava, S. (1987) Teaching assistants. *ADFL Bulletin*, 19/1: 26-27.

30. Knop, C.K. (1991) A report on the ACTFL summer seminar: Teacher education in the 1990s. *Foreign Language Annals*, 24/6: 527-532. See also: Guntermann, G. (ed.) (1993) Appendix: ACTFL provisional program guidelines for foreign language teacher education. *Developing language teachers for a changing world.* (Central States Conference). Lincolnwood, IL: National Textbook Company. Nerenz, A. (1993) On becoming a teacher: Teacher education for the 21st century. In J.K. Phillips (ed.), *Reflecting on proficiency from the classroom perspective.* (Northeast Conference). Lincolnwood, IL: National Textbook Company.

31. Hadley, A.O. (1993) *Teaching language in context: Proficiency-Oriented instruction.* (2nd ed.) Boston, MA: Heinle & Heinle.

32. Lambert, R.D. (1990) *Language instruction for undergraduates in American higher education.* Washington, DC: National Foreign Language Center.

33. HEA Title VI will fund only universities which require a two-year undergraduate language program for graduation.

34. Rivers, W.M. (ed.). (1992) *Teaching languages in college: Curriculum and content.* Lincolnwood, IL: National Textbook Company. See also -- Garfinkel, A. & Hamilton, S. (eds.). (1976) *Designs for foreign language teacher education.* Rowley, MA: Newbury House.

35. Everson, M. (1993) Research in the less commonly taught languages. In A.O.Hadley (ed.), *Research in the language learning: Principles, processes, and prospects.* Lincolnwood, IL: National Textbook Company. Met, M. & Galloway, V. (1992) Research in foreign language curriculum. In P.W. Jackson (ed.), *Handbook of Research on Curriculum.* [AERA Project] New York, NY: Macmillan Publishing. Hammadou, J.A. (1993) Inquiry in language teacher education. In G. Guntermann (ed.), *Developing language teachers for a changing world.* Lincolnwood, IL: National Textbook Company.

36. Hosenfeld, C. (1979) A learning-teaching view of second language instruction. *Foreign Language Annals*, 12.

37. Lather, P. (1991) *Getting smart: Feminist research and pedagogy within post-modernism.* New York: Routledge. Smith, J. (1990) *The conceptual practices of power, a feminist sociology of knowledge.* New York: Routledge. Apple, M.W. (1990) *Ideology and curriculum.* New York: Routledge.

38. ERIC, Social Science Citation Index, Education Index, and Dissertation Abstracts searches data bases list only a very few articles. Everson, M. (1993) Research in the less commonly taught languages. In A.O. Hadley (ed.), *Research in language learning: Principles, processes, and prospects.* Lincolnwood, IL: National Textbook. Everson, M. (1993) Research needs in critical languages education. [National Invitational Symposium on Critical Languages Education Proceedings] Iowa City, IA: University of Iowa. Marcos, K.M. (1993) *Foreign language, area, and other international studies: A bibliography of research and instructional materials.* Washington, DC: National Foreign Language Resource Center, Georgetown University. Met, M. and Galloway, V. (1992) Research in foreign language curriculum. In P.W. Jackson (ed.), *Handbook of research on curriculum.* [Project of the American Educational Research Association] New York:

NY Macmillan Publishing.

39. Beginning September, 1993, the University of Wisconsin offers an interdisciplinary Ph.D. minor in second language acquisition for students of all languages.

40. The NEA (Higher Education) and the Association of American Colleges strongly recommend a graduate curriculum which integrates teaching duties and training. *The next generation: Preparing graduate students for the professional responsibilities of college teachers*. Washington, DC: AAC.

41. Wisconsin Administrative Code, Register, April 1988, No. 388/70:32-33. Bureau for Teacher Education, Licensing and Placement.

42. Lambert, R.D. & Freed, B.F. (ed.) (1982) *The loss of language skills*. Rowley, MA: Newbury House.

43. Teachers of Arabic have developed several options for maintaining Arabic proficiency for teachers: CASA III in Cairo and a program at the University of Jordan.

44. Rifkin, B. (1992) Breaking out of the vicious circle: TA training, education, and supervision for the less commonly taught languages. In J.C. Walz (ed.), *Development and supervision of teaching assistants in foreign languages*. [AAUSC - Issues in Language Program Direction]. Boston, MA: Heinle & Heinle.

45. Harris-Schenz, B. (1993) Between a rock and a hard place: The position of the language program coordinator. *ADFL Bulletin*, 24/2:45-50. Lalande, J.F. II (1991) Redefinition of the TA supervisor-language-program coordinator position into the lecturer series: A sensible idea? *ADFL Bulletin*, 22/2:15-18. Teschner, R.V. (1987) A profile of specialization and expertise of lower division foreign language program directors in American universities. *Modern Language Journal*, 71/1:28-35.

46. Gebhard, J.G. (1990) The supervision of second and foreign language teachers. *ERIC Digest* (November). Washington, DC: Center for Applied Linguistics. Knop, C.K. (1980) The supervision of foreign language teachers. In F.M. Grittner (ed.), *Learning a second language: Seventy-ninth yearbook of the National Society for the Study of Education, Part II*. Chicago, IL: University of Chicago Press. Richards, J.G. & Nunan, D. (eds.) (1990) *Second language teacher education*. New York, NY: Cambridge University Press.

47. Walz, J. (1993) *Development and supervision of teaching assistants in foreign languages*. Boston, MA: Heinle and Heinle.

48. Richard Brod, Modern Language Association, provided enrollment figures for selected years from 1960 to 1990.

49. Data collected from survey of instructors for enrollments for three levels of instruction.

50. Data gathered from Title VI ASCs registrars for major African languages from 1987 through 1993.

51. Belnap, R.K. (1993) The institutional setting of Arabic language teaching: A survey of program coordinators and teachers of Arabic in U.S. institutions of higher learning. Provo, UT: Brigham Young University, Department of Asian and Near Eastern Languages (manuscript).

52. Sheppard, M. (1993) Challenges of diversity. In J.K. Phillips (ed.), *Reflecting on proficiency from the classroom perspective.* Lincolnwood, IL: National Textbook Company.

53. This information originated from Title VI African Studies Center brochures and regulations.

54. Shayne, M. (1992) *African newspapers currently received by American libraries.* Evanston, IL: Northwetern University, Herskovits Library.

55. Kramsch, C. (1993) Foreign languages for global age. *ADFL Bulletin*, 25/1: 5-14.

56. Examples are University of California-Berkeley, University of California-Los Angeles, Cornell University, Indiana University, Ohio State University, University of Wisconsin, and Yale University.

57. Swaffar, J. (1993) Using foreign language to learn: Rethinking the college foreign language curriculum. In J.K. Phillips (ed.), *Reflecting on proficiency from the classroom perspective.* (Northeast Conference) Lincolnwood, IL: National Textbook Company.

58. Allen, E.D., Anderson, K., & Narváez, L. (1989) Foreign languages across the curriculum: The applied foreign language component. *Foreign Language Annals*, 25: 11-19. Sudermann, D.P. & Cisar, M.A. (1992) Foreign language across the curriculum: A critical appraisal. *Modern Language Journal*, 76/3: 295-308. Moline, J.N. (1990) On making foreign languages our own. *Humanities* (Nov.-Dec): 36-38.

59. The 1993 Title VI Guidelines now requires all area faculty to indicate their proficiency level for area languages and list only overseas area contact which is greater than three months and since 1975.

60. Goodman, D. (1991) *Directory of U.S. elementary and secondary schools teaching Arabic, Chinese, Japanese, Russian.* Washington, DC: Friends of International Education, Institute for Crucial Languages. Kuntz data collection for Hausa, Swahili, Wolof, and Yoruba.

61. Dwyer, D. (1980) *African languages in the 1980s: Direction and priorities.* East Lansing, MI: Michigan State University, African Studies Center. Dwyer, D. ed. (1986) *The design and evaluation of African language learning materials.* East Lansing, MI: Michigan State University, African Studies Center. Dwyer, D. (1991) *African language teaching in the United States directions for the 1990s.* East Lansing, MI: Michigan State University, African Studies Center.

62. Botne, R. (ed.) *Teaching ideas and resources for African languages.* Bloomington, IN: Indiana University, Department of Linguistics. (10 issue/year newsletter)

63. Author's telephone conversations with 15 editors of major language presses and discussion with Africanists who have published materials through university presses.

64. University of Hawai'i (Asian Languages), Georgetown University/CAL Center, and San Diego State University.

65. Author conducted an informal count of members affiliated with African language instruction for 10 major language associations.

66. Wisconsin African Studies Program hosts the Swahili-L (distribution list) for people literate in Swahili [swahili-l@macc.wisc.edu]. The Middle East Studies Program at Brigham Young University provides Arabic-L for discussions of Arabic instruction in English or transliterated Arabic [arabic-l@byu.edu]. Boston University hosts a Berber board [amazigh-net@engcd.bu.edu].

67. Landweber, L. (1993) African Connectivity Table <FTP.cs.wisc.edu /connectivity_table/version_9.txt> or Internet Society gopher <isoc@isoc.org>. Bush, R. (1993) Connectivity with Africa - Version 93.11.20 <URL:gopher://gopher.psg.com:70/0/0/networks/connect Africa.txt> or <server@gopher.psg.com>

68. Phillips, J.K. (ed.) (1993) *Reflecting on proficiency from the classroom perspective*. (Northeast Conference). Lincolnwood, IL: National Textbook Company.

69. The text and complete set of appendices are available through the ERIC/FL Clearinghouse, the National Foreign Language Center (Washington, DC), and the Center for International Education (U.S. Department of Education).

Appendix A

Potential African Languages[1] offered upon request at Title VI African Studies Centers[2]

if money, informant, texts and tapes, faculty supervision, and evaluator available

	TOT	BU	UCB	UCLA	CU	FL	IL	IN	MSU	OSU	SU	WI	YU
Acholi[3] (Accli)	1								x				
Afrikaans	5			x			x	x			x		x
Amharic	6	x		x		x	x		x		x		
Ancient Egyptian*	3			x								x	x
Arabic (MSA)	12	x!	x!	x!	x!	x!	x!	x!	x!	x!	x!	x!	x!
Bamana (Bambara, Bamanankan)	8	x!		x			x!	x	x		x	x	x
Berber	1			x									
Chaga (Chichaga)*	2		x								x		
Chewa (Chichewa)	3							x	x		x		

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[1] Carnu, P. Lewelling, V. and Steward, W. (1992) Speaking of languages: A guide to International Service Organizations. Washington, DC: Center for Applied Linguistics. Data is not verified by authors rather it was gathered from a survey requesting a list of languages. List prepared by the Linguistics Society of American (Washington, DC) and list developed from Title VI proposal text and brochures for the 1991 National Resource Center competition. Many of the languages are rarely taught at the institution while others are availble through self-study.

[2] 1992 list of US Title VI African Language and Area Studies Resource Centers: Boston University, University of California - Berkeley, University of California - Berkeley, Cornell University, University of Florida, University of Illinois, Indiana University, Michigan State University, Ohio State University, Stanford University, University of Wisconsin, Yale University.

[3] Some names of African languages vary depending on group assigning names. Therefore, one language may be recorded as several different languages in error. The US DoE/CIE nor the Title VI African Studies Centers have not developed a standard naming system. For example, in English one calls the language of the East coast of Africa Swahili. The people of that area call their language Kiswahili.

	TOT	BU	UCB	UCLA	CU	FL	IL	IN	MSU	OSU	SU	WI	YU
Coptic*	1												x
Creole (Creoulo Crioulo)*	2	x											x
Dyula*	1								x				
Ewe (Fon)	3	x			x						x		
Fang*	1												x
Fula (Fulfulde, Peul, Poular)	3			x					x			x	
Ga	2	x				x							
Godie*	1			x									
Hausa	8	x!		x!			x!	x!	x!		x!	x!	x
Igbo (Ibo)	4	x						x	x				x
Kamba (Kikamba)	2								x			x	
Kikuyu (Gikuyu)	4								x		x	x	x
Kirundi*	1							x					
Kisi*	1		x										
Kitubu*	1												x
Kpele	1			x									
Kreol*	1												x
Krio	2								x			x	
Kru	1			x									
Lingala	5	x					x!	x	x				x
Luganda	1								x				
Luhya	1											x	
Luo	1							x					

	TOT	BU	UCB	UCLA	CU	FL	IL	IN	MSU	OSU	SU	WI	YU
Malagasy	1												x
Manding	1								x				
Mandinka	3	x			x				x				
Mende	1											x	
Meru	1											x	
Mina*	1	x											
Nyanja (Chinyanja)	3	x				x			x				
Oromo	2								x		x		
Ovambo (Oshivambo)	1										x		
Pedi*	1											x	
Rwanda (Kinyarwanda)	2							x	x				
Shona	7	x				x		x	x		x	x	x
Sotho (Sesotho)	2	x!										x	
Somali	4			x				x	x			x	
Sranan*	1							x					
Swahili (Kiswahili)	12	x!	x!	x!	x!	x!	x!	x!	x!	x!	x!	x!	x!
Tem*	1	x				x							
Temne	1								x				
Tswana (Setswana)*	2											x	x
Twi (Akan)	4	x				x!					x		x
West Coast (Wescos,Pidgin)*	3		x						x				x
Wolof	7	x		x!			x!	x	x		x	x	
Yoruba	9	x!		x	x!	x	x	x	x			x!	x!

	TOT	BU	UCB	UCLA	CU	FL	IL	IN	MSU	OSU	SU	WI	YU
Xhosa	2								x			x!	
Zulu	10	!	x	x!	x	x	x	x!	x			x!	x
TOTAL LANGUAGES/ASC		20	6	16	6	10	10	17	28	2	15	21	21

* Twenty-three African language taught at Title VI Center are not high priority languages on the Federal Critical Foreign Language List.

! Academic courses offered/listed on timetable for 1992-94 (not summer)

US Government Critical African Languages[4] Not Taught at Title VI African Centers

Bamileke	Dinka	Kongo	Songhai
Bassa	Ganda	Luba	Tiv
Bemba	Gbaya	More	Tsonga
Chokwe	Kanuri	Sango	Yao

Number of ASC 3rd Priority Languages Taught/Listed[5] or Non-Catorgized Languages

	BU	UCB	UCLA	CU[6]	FL	IL	IN	MSU	OSU	SU	WI	YU
Language	4	3	4	0	2	0	2	4	0	2	2	3

Number of Non-Critical African Languages Taught/Listed

	BU	UCB	UCLA	CU[7]	FL	IL	IN	MSU	OSU	SU	WI	YU
Language	3	3	2	0	1	0	3	5	0	2	5	8

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[4] Thompson, R. T. (1985) List of Critical Foreign Languages. Federal Register, Vol 50/72:14744. (15 April 1985) Required list by Title II of the Education for Economic Scurity Act. U.S. Department of Education.

[5] Dwyer, D.J. (1991) African language teaching in the United States: Directions for the 1990s. (Appendix A) Conference report 16-17 March 1991. East Lansing, MI: African Stduies Center, Michigan State University.

[6] Cornell University and Ohio State University received funding in 1990. Their offering were only African Studies Center first priority designated languages.

[7] Cornell University and Ohio State University received funding in 1990. Their offering were only US designated critical languages.

Appendix B

State and Federal Support for Language Instruction Funding for 1991-94[8]

	BU	UCB	UCLA	CU	FL	IL	IN	MSU	OSU	SU	WI	YU
State	MA	CA	CA	NY	FL	IL	IN	MI	OH	CA	WI	CT
English - State Official Language		x	x		x	x	x			x		
FL - State Supervisor		x	x	x	x	x	x		x	x	x	x
FL - 7-12 require		7-12	7-12	8-12			2yr 9-12	7-12 +$	1-3 yrs 2-2 yrs	7-12	7-12	
FL - State FLES								x+$				
FL - State HS grad. requirement	(x)	(x)	(x)	x						(x)		
FL - State HS Academic Diplomas				x			x					
% HS Students study >2 yrs 1990		8.8	8.8	18.4	4		8.1			8.8	9.6	
FL - State Col/ Univ. entrance		x	x		x		x					
ASC Language Dept.	M Lang Rel	Ling MES	Ling NEAS	Ling	AALL	Ling	Ling	Ling		Ling	ALL	Ling
Private Inst.	x									x		x

[8]US Department of Education, Center for International Education, Ann Schneider - Program Mangager, Title VI National Resource Centers. See also: Jamie B. Draper (ACTFL) working papers for article concerning status of state regulations and national standards. Sandrock, P. (ed.) (1993) State requirements for foreign language instruction. *The Voice of WAFLT*, 21/1:10-11. Brod, R.I. & Lapointe, M. (1989) The MLA survey of foreign language entrance and degree requirements, 1987-88. ADFL BULLETIN, 20/2: 17-41.

	BU	UCB	UCLA	CU	FL	IL	IN	MSU	OSU	SU	WI	YU
Public Inst.		x	x	x	x	x	x	x	x		x	
Land Grant Inst.				x	x	x		x	x		x	
Business Education			x					x				
Central Asia (TVI)		x				x	x		x			x
East Asia (TVI)		x	x				x			x		
Inner Asia (TVI)							x					
International TVI								x				x
Latin America TVI		x		x	x	x					x	
Middle East (TVI)		x	x						x			
South Asia (TVI)		x		x							x	
Southeast Asia TVI				x							x	
Western Europe TVI		x		x			x					
Total TVI Grants	1	7	4	5	2	3	5	3	3	2	4	4

Appendix C

Department of Education
Funding for Title VI African Studies Centers

Language Incentives

	1960	1963	1965	1973	1976	1979	1981	1983	1985	1988	1991	1994
Boston						$	$	$	$		$	
UC-Berkeley							$		$	$	$	
UCLA	$	$	$	$	$	$	$	$	$	$	$	
Columbia		$	$									
Cornell											$	
Duquesne	$		$									
Florida			$		$		$	$	$	$	$	
Howard	$	$	$				$	$				
Illinois				$	$	$	$	$	$	$	$	
Indiana			$	$	$	$	$	$	$	$	$	
Lincoln			($)									
Michigan State	$	$	$		$	$	$	$	$	$	$	
Northwestern			$	$	$	$	$	$	$			
Ohio			($)									
Ohio State*											($)	
Stanford			$	$		$	$		$	$	$	
Texas Southern			$									
Wisconsin			$	$	$	$	$	$	$	$	$	
Yale								$	$	$	$	
Total/Year	4	4	13	6	7	8	11	10	11	9	12	

* Undergraduate center ($)

Appendix D

Grants for Less-Commonly Taught Languages

Center for International Education: Joseph Belmonte 202/708-7283, FAX 708-6286

Business & International Education	Susanna Easton 708-8764
Centers for International Business Education	
Doctoral Dissertation Research Abroad	Karla Block 708-8763
Faculty Research Abroad	Robert Dennis 708-7279
Foreign Language & Area Studies Fellowships	Ann Schneider 708-8747
Foreign Periodicals	Robert Dennis 708-7279
Group Project Abroad	Lungching Chiao 708-7292
International Research & Study Programs	Jose Martinex 708-9297
Language Resource Centers	
National Resource Centers	Ann Schneider 708-7279
Seminars Project Abroad	Linda Byrd-Johnson 708-8794
Undergraduate Intern. Studies & For. Language	Christine Corey 708-9293

U.S. Department of Education:
- Fund for the Improvement of Post-secondary Education (FIPSE)
- Star Schools (distance education)
- Office of Bilingual Education and Minority Languages Affairs (OBEMLA)
- Foreign Language Assistance Program (FLAP)
- Fund for the Improvement and Reform of Schools and Teaching (FIRST)
- Fund for Innovation in Education (FIE) K-12

Office of Educational Research and Improvement:
- ERIC Clearinghouse on Languages and Linguistics
- Foreign Language Material Acquisition Program (FLMAP)
- National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSLL)

National Endowment for the Humanities:
- Collabroative Projects Program - Humanities
- Special Opportunity in Foreign Language - Summer Institutes
- Special Opportunity in Foreign Language - Undergraduate Language Program
- Special Opportunity in Foreign Language - Materials and Teaching

U.S. Department of Defense:
*** NSEA repealed, programs on hold for further legislation
- National Security Agency - Foreign Language and International Studies Programs
- National Security Foreign Language Education Program

U.S. Information Service:
- Council for International Exchange of Scholars - Faculty Fulbright

DOE/NEH/USIA Grants: Writer or Reader each year from each ASC

Program Assistance	
GPA - Swahili, Yoruba, Shona, Hausa	October
BIEP -	November
CIBR -	February
FLAP - K-12 programs Arabic	November
FIPSE - Undergraduate (teacher training)	October
NEH - Special Projects, undergraduate prog.	March
OBEMLA - K-16 acquisition	
UFLISP - Undergraduate	November
Teacher Education/Professional Development/Certification	
NEH - Inservice (culture & authentic texts)	March/December
NEH - Teacher Scholar Program K-12 teachers	May
FIPSE -	October
LRC -	
Technical Assistance/Support Services	
LRC - computers, video, distant education	
FIE - computers	
STAR - partnership with state agencies (Arabic)	
Graduate Student Assistance	
FLAS -	November
Fulbright-Research	October
Research - assessment, technology, acquisition, methods	
IRSP -	November
LRC - learning styles, cognition	
CIBER -	February
NCFCDSLL - lang. acquisition (Minority students)	
Fulbright-Hays - Faculty overseas travel	August
IECA -	August
UAP	January
Materials Development	
IRSP - dictionaries, textbooks, grammars	November
FLMAP - library collections	February
NEH - Special Opportunities	March
Data Collection	
IRSP - survey research, program planning	November
ERIC - enrollments, textbooks	

Appendix E

Resources of U.S. Critically Approved Major African Languages Regularly Taught/Listed at ASCs (Data 1984-93)[9]

The following languages represent the most frequently reported languages offered at Title VI African Studies Centers.[10]

Languages	Afrikaans	Amharic	Arabic	Bamana	Hausa	Lingala	Shona	Swahili	Wolof	Yoruba	Zulu
# ASC/MESC[11]	5	5	12/14	8	8	5	7	12	6	9	9
FLAS Languages		x	x	x	x	x	x	x	x	x	x
MLA 1990 Enroll/Inst	29/4	2/1	3,475/136	31/4	132/12	16/1	8/3*	1,209/37	45/3*	134/9	63/5
MLA 1986 Enrollments	7		3,417/136	20	60	4	40	1,086/38	76	107	38
Summer Prog. @ ASCs		x	x	x	x	x	x	x	x	x	x
3/(2)-Yr. Sequence @ ASCs		(x)	x	(x)	x	(x)	(x)	x	(x)	(x)	(x)

[9]Data collected from cited organization (12 Title VI Centers, the Center for Applied Linguistics, the Linguistic Society of America, and the U.S. Department of Education) during research appointment at the National Foreign Language Center, Washington, DC, 30 August - 24 December 1992.
Dwyer, D.J. (1985) *African language resource handbook: A resource handbook of the eighty-two highest priority African lnaguages.* Prepublication edition. East Lansing, MI: Michigan State University, African Studies Center. ED 256 170 Dwyer, D.J. (1986) *A resource handbook for African languages: A listing of the institutional, human, and material resources for the teaching and learning of the 82 highest priority African languages.* East Lansing, MI: Michigan State University, African Studies Center. ED 280 274

[10]Dwyer D.J. (1986) *A resource handbook for African languages.* East Lansing, MI: Michigan State University African Studies Center. Consultation with Dora Johnson (Center for Applied Linguistics) concerning her data bank of resourses. Bamana respresents a combination of Bambara, Mandinka, Malinke, and Bamanankan.

[11]HEA Title VI African Studies and Middle East Studies Centers share three universities: Ohio State University, University of California-Berkeley, and University of California-Los Angeles. Data from these universities are shared in the Arabic section for this chart.

Languages	Afrikaans	Amharic	Arabic	Bamana	Hausa	Lingala	Shona	Swahili	Wolof	Yoruba	Zulu
DLI-Languages			x					(x)			
FSI-Languages	x	x	x		(x)			x			
NSA-Critical Lang.			x								
PCV-Languages			x	(x)	(x)		(x)	x	(x)	(x)	
Smithsonian-Lang.			(x)					x			
USDA-Grad Sch.-Lang			x					x			
ATT-Languages		x	x	x	x			x	x	x	
UN Official Lang.			x								
Guidelines (ACTFL)			/x		draft	draft		draft		draft	
OPI - Assessment			/x		draft						
OPI - Testers			/5					1?		1?	
OPI - Trainer			/1								
TA Methods			/?								
Elementary Text	TYS, LTS	x FSI	/x FSI	x	x FSI	x FSI	x FSI	x FSI	x CAL	x FSI	x TYS
Intermediate Text		(x)	/x	x	x		x	x	(x)	(x)	(x)
Advanced Text			/x		(x)			x		(x)	
Reviewer of Textbooks			/x								
Assessment Instrument			/x		x						
Computer Instruction			/x		(x)			(x)	(x)		
Dictionary	x	x	x	x	x	(x)	x	x	(x)	x	x
Grammar	x	x	x	(x)	x	(x)	(x)	x	(x)	x	(x)
CAL Resource Database	x	x	x	x	x			x		x	
Georgetown Lang. Dig.	x	x	x								

Languages	Afrikaans	Amharic	Arabic	Bamana	Hausa	Lingala	Shona	Swahili	Wolof	Yoruba	Zulu
CIE-BIE											
CIE-CIBER											
CIE-DD Res. Abroad											
CIE-FLAS Fellowship		?	?	?	?	?	?	?	?	?	?
CIE-Ful. Res. Abroad			1/?					1			
CIE-GPA Prog.			/2 reg.		1			1 reg.		1	
CIE-IRSP			6	?	5			4	1	1	1
CIE-LRC								1			
CIE-Periodical											
CIE-Summer Seminar											
CIE-UFLISP			10		2		?	5		3	?
DOE-FIE											
DOE-FIPSE											
DOE-FIRST											
DOE-FLAP											
DOE-OBEMLA											
DOE-Star School											
OERI-ERIC											
OERI-FLMAP											
OERI-NCRCDSLL											
NEH-SOFL,M&T			2								
NEH-SOFL,SI			1								
NEH-SOFL,ULP			1								
DOD-NSA,FLISP			2					1			

Languages	Afrikaans	Amharic	Arabic	Bamana	Hausa	Lingala	Shona	Swahili	Wolof	Yoruba	Zulu
DOD-NSEA (CALL/FAM)			x								x
CAL-Fellowship											
ETS-Intern											
MLA-Scholar											
NFLC-Mellon Scholar			1		1			2		1	
Research Article			/x					x			
Reviewer of Articles			/x								
Member-AATA			12/25								
Member-AAUSC			/?								
Member-ACTFL			/6			?		?3			
Member-ADFL			/?3		1			?1			
Member-AERA/SLResearch											
Member-ALTA		2	1/	2	6	2	2	14		3	
Member-ASA					2	2		4			
Member-CALICO											
Member-MLA											
Member-NASILP											
Member-NFMLTA											
Member-Regional FLA											
Member-State FLA											
Instructor Maint.			/x								
Overseas-Undergrad.	?1		20	1	2		7	18	4	5	?1
Summer Immersion			/x								
Computer Board (US)			/x					x			

Languages	Afrikaans	Amharic	Arabic	Bamana	Hausa	Lingala	Shona	Swahili	Wolof	Yoruba	Zulu
Computer Email (Africa)	x	x	x	x	x		x	x	x	x	x
Children Films			x								
Ethnographic Film			x	x			x	x	x	x	x
Feature Films			x						x	x	
International Chan.			x								
Scola News			x					x			
Literature (novels)			x		x			x		x	
Magazines			x		x			x		x	
Newspapers @ ASCs/LC	x	x	x		x	x		x	x	x	x
BBC-Broadcasts			x		x		x	x			
Deutsche Welle		x	x		x			x			
Radio France			x								
Radio Moscow	x	x	x		x			x			
Swiss Radio			x								
VOA-Broadcasts		x	x		x			x			
K-12 Programs			30					15	1	3	
Teacher Inst. Org.			4					1			
Teacher Abroad Org.			1								
NEH-Dodge FL Fellows											
NEH-Rockefeller FLF											
NEH-Sony FL Fellows											
Student Inst. Org.			2								
Student Abroad Org.			2								

Languages	Afrikaans	Amharic	Arabic	Bamana	Hausa	Lingala	Shona	Swahili	Wolof	Yoruba	Zulu
K12NET/Kidsnet			x								
Teacher Cert. Prog.			draft/1		draft			draft		draft	

* = decline in student enrollments
(x) = item in preparation, item not regularly taught for 3 levels of instruction, or publication out-of-date, out-of-print, or not available in English

Appendix F

Questions[12] for African Language Planning for ASCs

The following questions are addressed to the administrators, language coordinators, and instructors at Title VI ASCs concerning their African language programs.

- How can reform movements which stress assessment and accountability be compatible with the goals of Title VI and ASC universities?
- To what degree should ASCs be accountable for students completing a 3-year, sequenced language program?

- What considerations will foster a standardization of the many African language curricula to produce a cross-disciplinary focus that will help undergraduate students prepare for the multicultural society/world?
- How is the expertise of other discipline faculty members integrated in to the research program of graduate students of African languages?
- What are the local limitations to an interdisciplinary African language program?

- How do instructors of African languages intend to modify their attitudes, their administrators', and those of their students to allow them to teach an African language as a subject and not an object of study?

- How do instructors of African languages plan to help learners use their individual differences to maximize the acquisition of an African language?

- What issues are necessary for resolution in order to agree on a standard for each major African language/ (culture) taught on a regular 3/2-level basis?
- What is the process to be used to arrive at such standards?
- Who will contribute and who will be responsible for the dissemination of these standards?
- Why is this process more beneficial than others or none?

- From a social, economic, cultural, political perspective, what are the purposes for teaching various African languages?
- What is the optimum language offering for an ASC?

---

[12]Adapted from Tedick, D.J., Walker, C.L., Lange, D.L., Paige, R.M., & Jorstad, H.L. (1993) Second language education in tomorrow's schools. In G. Guntermann (ed.), *Developing language teachers for a changing world*. Lincolnwood, IL: National Textbook Company.

- In what ways are future educational and economic opportunities associated with African languages and their respective cultures?

- How do ASC administrators and instructors of African languages value the target language and cultural knowledge of recent immigrants?
- How do the African language program preserve this heritage and contribute to the U.S. multicultural and multilingual society?

- As language professionals, how do instructors of African languages diminish the pervasive underachievement of minority students?

- What are the limitations of instructors (U.S. trained and naturalized citizens) to make curricular decisions that fit the cultural education in the U.S.?
- Who should prepare curricular materials?
- How frequently should these materials be up-dated?
- Who should pilot new materials?
- Who should evaluate these materials?
- For whom are these materials intended?

- How does a reflective, critical, inquiring orientation by instructors contribute to more appropriate learning of African languages for students?
- What difference can such an orientation make to the development of students to communicate in the African language and understand their own culture viz a viz the target culture?

- What is the most important aspect of African language instruction in the K-12 level?
- To what extent do ASCs have a responsibility to train potential teachers for K-12 teaching positions?
- Since African content for the most part is ignored in the reform movements within the foreign language, ESL, and bilingual community, who or what entity brings the African viewpoint to the profession to participate in implementing standards for teacher development?

- By what means are currently licensed teachers socialized and helped to understand and implement African languages and cultures?
- What dispositions need to be addressed and what program characteristics need attention to attract, retain, and graduate more minority students as instructors of African languages?
- How can African language, foreign language (commonly taught and less commonly taught), ESL, bilingual educators begin to collaborate in a more systematic fashion?

Common Student Statements[13]

Advising

- Students claim chair or Title VI director misadvises them concerning appropriate African language for research project
- Students state non-language advisor does not know African language department's offering and necessary proficiency for research
- Students declare non-language advisor discourages enrollment in African language courses during academic year

Administration

- Students recount experience where Arabic is not considered an African language and is not cross-listed for credit purposes
- Students obtain inflated grade in African language course in order to maintain FLAS fellowship awards at university
- Students assert that African language offering advertised in department, university, and U.S. DoEd brochures are not those actually offered (regularly or irregularly)
- Students allege university baits them with one African language then switches offering upon their arrival
- Students note level sequence problems for African language offerings
- Students protest African language not available when instructor on leave
- Students state African language course meets only twice per week
- Students complain about out-dated textbooks used for instruction
- Students, presenting papers at language organization on African language instruction, not eligible for travel allowance
- Students claim African language offerings do not support regional/country expertise of African Studies faculty and the courses they teach
- Students (graduate) dislike taking language courses with undergraduates
- Students declare Africanist faculty, stating research interests in the target country/ies, lack African language proficiency and recent country experience

Employment

- Students earning A's in 3-year African language course at Title VI University fail to obtain an advanced

[13]Students of African languages made these statements about specific African language programs at Title VI African Studies Centers: Florida, Illinois, Indiana, Michigan State, Stanford, and Wisconsin. Nevertheless, these situations are typical of African language instruction throughout the United States.

proficiency rating for a government position
- Students holding Ph.D.s in African literature/linguistics fear employment requiring instruction of African languages (no teaching experience)
- Students and post-docs. experience closed, non-competive recruitment for positions as instructors of African languages; positions not openly advertised

Teachers
- Students file grievance alleging an African language instructor is not qualified
- Students cite examples of Africans (non-citizens) being hired over qulified Americans as an effort to comply with affirmative action quotas
- Students of African nationality hired to teach African languages despite lack of pedagogical training
- Students report racist actions of African instructor of languages
- Students object to department hiring of African/European nationals lacking knowledge of U.S. educational policy and university system
- Students complain that African language instructor use antiquated language rather than the contemporary African language
- Students rejected from FLAS competition -- instructor of African language does not have OPI training
- Students as teaching assistants discouraged from attending language TA orientation workshop

Appendix G

Proficiency Requirements
by
Foreign Service Institute
American Council on the Teaching of Foreign Languages
Educational Testing Services
Inter-Agency Language Roundtable

Advanced rating - 2 (FSI/ACTFL/ETS/ILR) (Limited Working Proficiency)

- Can narrate and describe in the past, present, and future.
- Can sustain long discourses. Uses circumlocutions.
- Speech and writing in paragraphs.
- Discussion on concrete topics. (biographies, life, work, feelings, instruction, current events)
- Ability to live off economy necessary for work or research.
- Able to deal with complex survival issues.
- Great sensitivity with the culture and sociolinguistic competence.
- Capable of translation and paraphrasing.
- Errors comprehensible to "natives" NOT used to dealing with foreigner.

Superior rating - 3 (FSI/ACTFL/ETS/ILR) (Professional Proficiency)

- Can handle unknown topics and situations, give opinions, hypothesize, give explanations, and detailed descriptions.
- Errors rarely interfere with comprehension or disturb educated "native" speaker.
- Strategic and discourse competency high.
- Sociolinguistic competency (register shifts) is still evolving.

FIRST LANGUAGE CATEGORY

Afrikaans/Swahili	Intermediate	240 hours
(Dutch/French/Italian/	Advanced	480 hours
Norwegian/Portuguese/Spanish)	Superior	720 hours

SECOND LANGUAGE CATEGORY

Bamana/Hausa/Lingala/Shona/Wolof	Intermediate	480 hours
(Bulgarian/Farsi/German/Greek/	Advanced	720 hours
Hindi/Indonesian/Malay/Urdu)	Superior	1320 hours

THIRD LANGUAGE CATEGORY

Amharic/Yoruba/Zulu	Intermediate	480 hours
(Bengali/Burmese/Czech/Finnish/	Advanced	720 hours
Hebrew/Nepali/Polish/Russian)	Superior	1320 hours

FOURTH LANGUAGE CATEGORY

Arabic	Intermediate	480 hours
(Chinese/Japanese/Korean)	Intermediate High	720 hours
	Advanced	1320 hours
	Superior	2600 hours

Sample Case 1992-94
Department of African Languages and Literature
University of Wisconsin

Swahili 3-Year Program
Category I Language (480 Hrs)

I First year - 331, 332 Swahili
100 min. x 3 days/wk x 15 wks x 2 sem. (C) = 150 hrs.
II Second year - 333, 334 Swahili
50 min. x 4 days/wk x 15 wks x 2 sem. (C) = 100 hrs.
III Third year - 435, 436 Swahili
50 min. x 3 days/wk x 15 wks x 2 sem. (C) = 75 hrs.
Total UW DALL Swahili program **325 hours**
(Intermediate High proficiency 360 hrs.)

***

IIIa Summer Language Immersion Program
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
Total UW DALL Swahili + immersion program **645 hours**
(Advanced proficiency 480 hrs.)

IV Fourth Year - 435, 436 Swahili (999/999)
50 min. x 3 days/wk x 15 wks x 2 sem. (C) = 75 hrs.
Total UW DALL Swahili + immersion program + 1 yr. **720 hours**
(Advanced Plus proficiency 720 hrs.)

- *Meets Wisconsin license minimum language proficiency requirements.*
  Meets the US Government employment and Title VI research minimum language proficiency requirements.

***

Hausa 3-Year Alternating Program
Category II Language (480 Hrs)

I First year - 361, 362 Hausa NOT OFFERED 1992-93
50 min. x 5 days/wk x 15 x 2 sem. (C) = 125 hrs.
II Second year - 363, 364 Hausa
50 min. x 4 days/wk x 15 wks x 2 sem. (C) = 100 hrs.
III Third year - 465, 465 Hausa NOT OFFERED 1992-93
50 min. x 3 days/wk x 15 wks x 2 sem. (C) = 75 hrs.
Total UW DALL Hausa program **300 hours**
(Intermediate proficiency 480 hrs.)

***

IIIa Summer Immersion Program (Alternating Years 1990/92/94/96)
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
Total UW DALL Hausa + 1 immersion language program **620 hours**
(Intermediate High proficiency 480 hrs.)

IV Fourth Year 465, 466 Hausa (999/999) NOT OFFERED 1994-95
50 min. x 3 days/wk x 15 wks x 2 sem. (C) = 75 hrs.
Total UW DALL Hausa + 1 immersion language program + 1 yr **695 hours**

V Fifth Year 465, 466 Hausa (999/999) NOT OFFERED 1996-97
• *Does not meet Wisconsin or US Government employment or research minimum language proficiency requirements.*

***

Yoruba 3-Year Alternating Program
Category III Language (480 Hrs)

I First year - 371, 372 Yoruba
50 min. x 5 days/wk x 15 x 2 sem. (C) = 125 hrs.
II Second year - 373, 374 Yoruba
50 min. x 4 days/wk x 15 wks x 2 sem. (C) = 100 hrs.
III Third year - 475, 476 Yoruba NOT OFFERED 1992-93
50 min. x 3 days/wk x 15 wks x 2 sem. (C) = 75 hrs.
Total UW DALL Yoruba program 300 hours
(Intermediate proficiency 480 hrs.)

IIIa Summer Immersion Program (Alternating Years 1993/95?)
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
hrs.
Total UW DALL Yoruba + 1 immersion program 620 hours
(Intermediate High proficiency 600 hrs.)

IV Fourth Year - 475, 476 Yoruba (999/999)
50 min. x 3 days/wk x 15 wks x 2 sem. (C) = 75 hrs.
Total UW DALL Yoruba + 1 immersion program + 1 yr. 695 hours
V Fifth Year - 475, 476 Yoruba (999/999) ? OFFERING NOT CLEAR
50 min. x 3 days/wk x 15 wks x 2 sem. (C) = 75 hrs.
Total UW DALL Yoruba + 1 immersion program + 2 yrs. 770 hours
(Advanced proficiency 720 hours)

• *Meets Wisconsin license minimum language requirement.*
Does not meet the US Government employment or Title VI research minimum language requirement.

***

Arabic 3-Year Program
Category IV Language (480 Hrs)

I First year - 321, 322 Arabic
60 min. x 5 days/wk x 15 wks x 2 sem. (C) = 150 hrs.
50 min. x 2 days/wk x 15 wks x 2 sem. (L) = 50 hrs.
II Second year - 323, 324 Arabic
50 min. x 5 days/wk x 15 wks x 2 sem. (C) = 125 hrs.
50 min. x 2 days/wk x 15 wks x 2 sem. (L) = 50 hrs.
III Third year - 445, 446 Arabic Reading
50 min. x 5 days/wk x 15 wks x 2 sem. (C) = 125 hrs.
Total UW DALL Arabic program 500 hours
(Intermediate proficiency 480 hours)

***

IIIa Summer Language Immersion Program
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
Total UW DALL Arabic + 1 immersion program 820 hours

(Intermediate High proficiency 720 hrs.)

IV Fourth year - 445, 446 (999/999) Arabic Reading
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
IVa Summer Language Immersion Program
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
V Fifth year - 445, 446 (999/999) Arabic Reading
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
Total UW DALL Arabic + 2 immersion programs + 2 yrs. 1390 hours
(Advanced proficiency 1320 hrs.)

- *Meets the Wisconsin license minimum language requirement. Does not meet the U.S. Government employment or Title VI research minimum language requirement.*

***

Intermediate Proficiency

FIRST LANGUAGE CATEGORY (240 Hrs)
French, Danish, Italian, Norwegian, Portuguese, Swedish, Spanish

I First year - 101, 102
50 min. x 5 days/wk x 15 wks/2 sem. = 125
II Second year - 203, 204
50 min. x 4 days/wk x 15 wks x 2 sem. = 100
III Third year - 3xx, 3xx
50 min. x 3 days/wk x 15 wks x 2 sem. = 75
Total UW 300 hours

SECOND LANGUAGE CATEGORY (480 Hrs)
Bulgarian, Dutch, German, Hindi, Indonesian, Malay, Urdu

I First year - 101, 102 German
50 min. x 5 days/wk x 15 wks/2 sem. = 125
II Second year - 203, 204 German
50 min. x 4 days/wk x 15 wks x 2 sem. = 100
III Third year - 3xx, 3xx German
50 min. x 3 days/wk x 15 wks x 2 sem. = 75
Total UW 300 hours

I First year - Hindi, Indonesian, Urdu
50 min. x 5 days/wk x 15 wks/2 sem. = 125
II Second year - 203, 204
50 min. x 3 days/wk x 15 wks x 2 sem. = 75
III Third year - 3xx, 3xx
50 min. x 3 days/wk x 15 wks x 2 sem. = 75
Total UW 275 hours

I First year - Bulgarian, Dutch
50 min. x 3 days/wk x 15 wks/2 sem. = 75
II Second year -
50 min. x 3 days/wk x 15 wks x 2 sem. = 75
III Third year -

50 min. x 3 days/wk x 15 wks x 2 sem. = 75
Total UW **225 hours**

THIRD LANGUAGE CATEGORY (480 Hrs)
Czech, Finnish, Hebrew, Nepali, Polish, Russian, Serbo-Croatian, Telugu, Thai, Tibetan, Turkish

I First year - Russian
50 min. x 5 days/wk x 15 wks/2 sem. = 125
II Second year -
50 min. x 5 days/wk x 15 wks x 2 sem. = 125
III Third year -
50 min. x 3 days/wk x 15 wks x 2 sem. = 75
Total UW **325 hours**

I First year - Hebrew, Nepali, Telugu, Thai, Tibetian, Turkish
50 min. x 5 days/wk x 15 wks/2 sem. = 125
II Second year - 203, 204
50 min. x 3 days/wk x 15 wks x 2 sem. = 75
III Third year - 3xx, 3xx
50 min. x 3 days/wk x 15 wks x 2 sem. = 75
Total UW **275 hours**

I First year - Polish
50 min. x 4 days/wk x 15 wks/2 sem. = 100
II Second year -
50 min. x 3 days/wk x 15 wks x 2 sem. = 75
III Third year -
50 min. x 3 days/wk x 15 wks x 2 sem. = 75
Total UW **250 hours**

I First year - Czech, Serbo-Croasian
50 min. x 3 days/wk x 15 wks/2 sem. = 75
II Second year -
50 min. x 3 days/wk x 15 wks x 2 sem. = 75
III Third year -
50 min. x 3 days/wk x 15 wks x 2 sem. = 75
Total UW **225 hours**

FOURTH LANGUAGE CATEGORY (480 Hrs)
Chinese, Japanese, Korean

I First year - Chinese, Japanese
50 min. x 3 days/wk x 15 wks x 2 sem. (C) = 75
50 min. x 5 days/wk x 15 wks x 2 sem. (L) = 125
II Second year
50 min. x 3 days/wk x 15 wks x 2 sem. (C) = 75
50 min. x 5 days/wk x 15 wks x 2 sem. (L) = 125
III Third year -
50 min. x 3 days/wk x 15 wks x 2 sem. (C) = 75
50 min. x 2 days/wk x 15 wks x 2 sem. (L) = 50
Total UW **525 hours**

I	First year - Korean		
	50 min. x 3 days/wk x 15 wks x 2 sem. (C)	=	75
	50 min. x 3 days/wk x 15 wks x 2 sem. (L)	=	75
II	Second year		
	50 min. x 3 days/wk x 15 wks x 2 sem. (C)	=	75
	50 min. x 3 days/wk x 15 wks x 2 sem. (L)	=	75
III	Third year -		
	50 min. x 3 days/wk x 15 wks x 2 sem. (C)	=	75
	50 min. x 2 days/wk x 15 wks x 2 sem. (L)	=	50
Total UW			**425 hours**

Sample Case 1993-94
Department of Modern Foreign Languages and Literatures
Boston University

Swahili 3-Year Program
Category I Language

I First year - 111, 112 Swahili
60 min. x 5 days/wk x 15 wks x 2 sem. (C) = 150 hrs.
II Second year - 211, 212 Swahili
60 min. x 3 days/wk x 15 wks x 2 sem. (C) = 90 hrs.
III Third year - 311, 312 Swahili
60 min. x 3 days/wk x 15 wks x 2 sem. (C) = 90 hrs.
Total Boston Swahili program **330 hours**
(Intermediate High proficiency 360 hrs.)

***

IIIa Summer Language Immersion Program
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
Total Boston Swahili + immersion program **650 hours**
(Advanced proficiency 480 hrs.)

IV ? Fourth Year - ?311, 312 Swahili (independent study)
60 min. x 3 days/wk x 15 wks x 2 sem. (C) = 90 hrs.
Total Boston Swahili + immersion program + 1 yr. **740 hours**
(Advanced Plus proficiency 720 hrs.)

• *Does not meet the U.S. Government employment or Title VI research minimum language requirement.*

Samples Case 1992-93
UCLA
Department of Linguistics

Swahili 3-Year Program
Category I Language (240 Hrs)

I First year - 1abc
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
II Second year - 2abc
? 50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
III Third year - 3abc
? 50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
Total UCLA Swahili program **275 hours**
• *Does not meet the U.S. Government employment or Title VI research minimum language requirement.*

Hausa 3-year Program
Category II Language (480 Hrs)

I First year - 41abc
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
II Second year - 42abc

? 50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
III Third year - 43abc
? 50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
Total UCLA Hausa program **275 hours**

• *Does not meet the U.S. Government employment or Title VI research minimum language requirement.*

Sample Case 1993-94
Department of African and Asian Languages and Literatures
University of Florida

Arabic 3-Year Program
Category IV Language (480 Hrs)

I First year - 1120 Beginning Arabic
60 min. x 5 days/wk x 15 wks x 2 sem. = 150 hrs.
II Second year - 2201 Arabic
60 min. x 3 days/wk x 15 wks x 2 sem. = 90 hrs.
III Third year - 445, 446 Arabic Reading
60 min. x 3 days/wk x 15 wks x 2 sem. = 90 hrs.
Total Florida Arabic program **330 hours**

***

IIIa Summer Language Immersion Program
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
Total Florida Arabic + 1 immersion program **650 hours**
(Intermediate High proficiency 720 hrs.)

IV ? Fourth year - Arabic Reading
60 min. x 3 days/wk x 15 wks x 2 sem. = 90 hrs.
IVa Summer Language Immersion Program
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
V ? Fifth year - Arabic Reading
60 min. x 3 days/wk x 15 wks x 2 sem. = 90 hrs.
Va Summer Languagae Immersion Program
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
Total Florida Arabic + 3 immersion programs + 2 yrs. **1470 hours**
(Advanced proficiency 1320 hrs.)

• *Does not meet the U.S. Government employment or Title VI research minimum language requirement.*

Sample Case 1993
Department of Linguistics, African, Asian, Germanic Languages
Michigan State University

Swahili 3-Year Program
Category I Language (240 Hrs)

I First year - 101A
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.

II Second year - 201A
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
III Third year - 450A
50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
Total Michigan State Swahili program **300 hours**

Hausa 3-Year Program

Category II Language (480 Hrs)

I First year - 101B
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
II Second year - 201B
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
III Third year - 450B
50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
Total Michigan State Hausa program **300 hours**

- *Does not meet the U.S. Government employment or Title VI research minimum language requirement.*

Sample Case 1993-94
Department of African and African-American Studies
Yale University

Swahili 3-Year Program
Category I Language (240 Hrs)

I First year - 200/600abc
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
II Second year - 201/601abc
? 50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
III Third year -
75 min. x 2 days/wk x 15 wks x 2 sem. = 75 hrs.
Total Yale Swahili program **275 hours**

Yoruba or Zulu 3-year Program
Category II/III Language (480 Hrs)

I First year - abc
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
II Second year - abc
? 50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
III Third year -
75 min. x 2 days/wk x 15 wks x 2 sem. = 75 hrs.
Total Yale Yoruba or Zulu program **275 hours**

- *Does not meet the U.S. Government employment or Title VI research minimum language requirement.*

Hypothetical Grid -- Instructor Commitment for each Class per Week at Wisconsin

4-5 credit Language Course

	Total Time	Monday	Tuesday	Wednesday	Thursday	Friday
Class I	250 min	50 min	50 min	50 min	50 min	50 min
Lab. I*		A-50 min	B-50 min	A-50 min	B-50 min	
Prep. I	250 min	50 min	50 min	50 min	50 min	50 min
Assignments I	150 min	30 min	30 min	30 min	30 min	30 min
Class II	250 min	50 min	50 min	50 min	50 min	50 min
Lab. II*		A-50 min		B-50 min		
Prep. II	250 min	50 min	50 min	50 min	50 min	50 min
Assignments II	150 min	30 min	30 min	30 min	30 min	30 min
Office Hours	180 min	60 min		60 min		60 min
Research	300 min	60 min	60 min	60 min	60 min	60 min
Publication	300 min	60 min	60 min	60 min	60 min	60 min
Supervision	60 min				60 min	
Committee Mtgs	30 min		30 min			
Outreach	50 min	40 min	10 min			
Grants-Reader	60 min		60 min			
Lang. Main.	40 min				40 min	
Prof. Dev.	80 min			40 min		40 min
Total Time	40 hours	8 hours	8 hours	8 hours	8 hours	8 hours

* = laboratory/small group session conducted by teaching assistant

NDEA/HEA TITLE VI
SUMMER INSTITUTES[14] FOR
FACULTY AND ADVANCED STUDENTS

1962-1993

		Af	Ak	Am	Ar	Ba	Be	Br	Ch	CV	Fu	Ha	Ib	Ki	Kr	Li	Lu	Me	Ov	Sa	Sh	So	Sw	Tc	Ts	WP	Wl	Xh	Yr	Zu
1962	MSU											x	x										x						x	
1963	UCLA		x		x						x	x					x						x						x	
	DUQ																						x							
1964	DUQ					x						x	x										x						x	
1965	UCLA				x							x											x						x	
	MSU						x					x											x			x				
1966	UCLA	x			x							x											x							x
	DUQ																						x				x	x	x	x
	SYR																						x							
1967	UCLA	x			x							x											x							
	DUQ											x				x		x					x						x	
1968	UCLA		x		x							x	x										x						x	
	DUQ			x					x		x	x				x							x							
1969	UCLA	x			x							x	x										x							x
	WI			x			x				x	x								x			x				x		x	
1970	UCLA	x			x							x	x										x						x	
	IN	x	x		x	x						x	x				x	x					x	x					x	

[14]Dates for 1963-1970 from *Linguistic Report* (CAL) December issues. Dates for Wisconsin from Department of African Languages and Literature. Dates for 1990-93 based on annally distributed fliers from the Association of African Studies Programs and table prepared by D. Wiley and D. Dwyer (MSU). Each ASC language coordinator was asked to verify the list of languages offered by their respective university by year.

		Af	Ak	Am	Ar	Ba	Bc	Br	Ch	CV	Fu	Ha	Ib	Ki	Kr	Li	Lu	Mc	Ov	Sa	Sh	So	Sw	Te	Ts	WP	Wl	Xh	Yr	Zu
1971	IN											x											x							
1973	WI				x		x	x			x			x				x					x				x	x	x	
1974	NU				x																		x							
1975																														
1976	WI				x																		x							
1977	WI				x																									
1978	NU			x																										
	WI				x							x											x							
1979	WI																						x							
1980	NU				x																									
	WI				x																									
1981	WI				x							x																		
1982	NU				x																									
	WI				x																		x							
1983	NU				x																		x							
	WI				x																		x							
1984	NU			x																			x							
	WI				x																									
1985	NU				x																									
	WI											x																		
1986	NU			x	x																									
	WI																						x							
1987	MSU																						x							
	NU			x	x																									

		Af	Ak	Am	Ar	Ba	Be	Br	Ch	CV	Fu	Ha	Ib	Ki	Kr	Li	Lu	Me	Ov	Sa	Sh	So	Sw	Tc	Ts	WP	Wl	Xh	Yr	Zu
	SU (BU, UCB, IL)																													
	WI											x																		
1988	UCLA																													
	CU																						x						x	
	NU			x	x																									
	WI																						x	x						
1989	CU																						x						x	
	NU				x																		x							
	WI																													
1990	BU																					x			x					
	UCB																											x		
	UCLA											x																		
	CU					x																	x							x
	FL		x																										x	
	IL																									x				
	IN					x			x																					
	MSU																						x							
	NU																						x							
	SU																													
	WI												x										x	x						
	YU																						x							x
1991	BU									x															x					

		Af	Ak	Am	Ar	Ba	Be	Br	Ch	CV	Fu	Ha	Ib	Ki	Kr	Li	Lu	Mc	Ov	Sa	Sh	So	Sw	Te	Ts	WP	Wl	Xh	Yr	Zu
	UCB				x								x				x													
	UCLA																						x							
	CU					x																	x							
	FL		x																											
	IL															x														
	IN					x			x																					
	MSU																													
	NU																													
	SU																													
	WI																													
	YU																													
1992	BU									x																				
	UCB				x																					x	x	x		
	UCLA																						x							x
	CU				x	x																	x					x		
	FL																											x		
	IL															x														
	IN					x			x																					
	MSU																						x							
	SU																				x									
	WI																							x						
	YU																						x					x	x	
1993	BU																								x					
	UCB				x																					x	x	x		

	Af	Ak	Am	Ar	Ba	Be	Br	Ch	CV	Fu	Ha	Ib	Ki	Kr	Li	Lu	Me	Ov	Sa	Sh	So	Sw	Te	Ta	WP	Wl	Xh	Yr	Zu
UCLA											x											x							
CU					x																	x						x	
FL		x																											
IL															x														
IN					x			x														x							
MSU			x																										
NU																						x							
SU																		x		x									
WI																						x							
YU																						x						x	x

? = conflicting information

Institutions

BU - Boston University
UCB - University of California - Berekely
UCLA - University of California - Los Angeles
CU - Cornell University, Ithaca, New York
DUQ - Duquesne University, Pittsburgh, Pennsylvania
IN - Indiana University, Bloomington
FL - University of Florida, Gainesville
IL - University of Illinois - Urbana/Champaign
IN - Indiana University, Bloomington
MSU - Michigan State University, East Lansing
NU - Northwestern University, Evanston, Illinois
OSU - Ohio State University, Columbus
SU - Stanford University, Stanford, California
SYR - Syracuse University, Syracuse, New York
WI - University of Wisconsin - Madison
YU - Yale University, New Haven, CT

Languages

Af - Afrikaans
Ak - Akan (Asante Twi, Akwapem Twi, Fante, Fanti)
Am - Amharic
Ar - Arabic (Modern Standard)
Ba - Bamana (Bambara, Dyula, Bamanankan Malinke, Mandinka, Mandingo)
Be - Bemba
Br - Berber (Maghrebi, Tamazaight)
Ch - Chewa (Chichewa) or Nyanja (Chinyanja)
CV - Cape Verdean
Fl - Fulani (Fula, Fulfulde, Peul, Poular)
Ew - Ewe 1988/89 Cornell University
GA - Ga 1972 University of Wisconsin
Ha - Hausa
Ib - Igbo, Ibo
Ki - Kikuyu (Gikuyu)
Ko - Kikongo 1963 UCLA special course
Kr - Krio
Li - Lingala
Lu - Luganda
Me - Mende
Ov - Ovambo
Sa - Sango 1969 University of Wisconsin
Sh - Shona
So - Sotho (Sesotho)
Su - Susu 1970 Indiana University
Sw - Swahili
Tm - Temne
Ts - Tswana (Setswana)
WP - West Coast Pidgin
Wl - Wolof
Xh - Xhosa

Yr - Yoruba
Zu - Zulu

Appendix H

Qualifications for Instructors of African Languages

1. Professional/bilingual (superior or above) language proficiency:
   a. listening, speaking, reading, writing, and culture - (aesthetic, sociological, semantic, pragmatic)
   b. regular visits to target language country (every 5 yr.)

2. Pedagogical training in second/foreign language acquisition
   a. curriculum design
   b. instructional techniques
   c. supervision, teacher education, pre-/in-service
   d. assessment

3. Professional/bilingual knowledge of language and community of students
   a. English
   b. U.S. community and U.S. educational policy
   c. previous teaching experience in U.S.

4. Professional (superior) knowledge of technology
   a. Computers - lessons, networks, wordprocessing, email
   b. Film, video, slide - development and application
   c. CD-Roms - lessons, research
   d. Satellite/cable broadcasts - courses, conferences, news broadcasts

5. Professional (superior) knowledge of general liberal arts
   a. research methodologies
      1. Qualitative (ethnography, case study -- interview, observations)
      2. Quantitative (experimental design, survey, historical, descriptive, correlative)
      3. Meta-analysis
      4. Action Research
   b. publication in journals (refereed preferred)
      1. Language Associations (Foreign Language Annals, Modern Language Journal, ADFL Bulletin)
      2. African-related (ASA-Issue, ALTA-Lugha, AATA-al-ʿArabiyya, Teaching & Research in African Languages)
   c. administrative (leadership)
      1. Language house, table
      2. Overseas program
      3. Newsletter
      4. professional association membership
      5. proposal writing
      6. professional language recognition
      7. effective advocates of African language profession

Portfolio Applications for African Languages Positions[15]

- prose or graphic overview of 3-5 weeks instruction
- journal recording adaptions of lesson plans
- notes by mentor, chair, or recourse person concerning lesson

***

- detailed outline of 2-3 consecutive lessons
- list of resources selected for use with above lessons
- copies of handouts to students which support lessons
- samples of student work as a result of these lessons
- photos or written record of blackboard and bulletin board
- videotape of instruction of these lessons
  - whole group activity
  - small group activity
  - one/one conference with student (office hour)
- statement of rationale for videotaped lesson

Labels of Categories for Language Proficiency

ETS/DLI	FSI	GRT	MLA
Bilinguial,	"native,"	5	Excellent
Distinguished,	"near native,"	4	Very Good
Professional,	superior,	3	Good
Limited Working,	advanced,	2	Fair
Basic,	intermediate,	1	Poor
-,	novice,	0	-

[15]Adapted from Nerenz, A. (1993) Becoming a teacher in the 21st century. In J.K. Phillips (ed.), *Reflecting on proficiency from a classroom perspective*. Lincolnwood, IL: National Textbook Company.

Title VI - African Studies Centers
Instructors
Current Language Teaching Staff[16]
Regular, Academic Year Courses
(Summer Staff)
1993

	BU	UCB	UCLA	CU	FL	IL	IN	MSU	OSU	SU	WI	YU
"Akan"					Fa							
Arabic	TA	Fc	2Fc TA	Fc TA	2Fc TA	Fc	Fc	Fc	Fc	Fc	Fc TA	?
Bambara	TA					TA	TA	TA				
C.Verde	(In)											
Chewa/Nyanja							TA					
Hausa	?Fc TA		Fc TA				TA	Fc		Fc TA	Fc TA	
Lingala						TA						
Malinke				TA						(TA)		
Shona	(In)				TA							
Swahili	Fc TA		Fc TA	?Fc	Fc In TA	TA		Fc		In	Fc TA	Fc In TA
Tswana	(In)											
Wolof			TA			TA	TA					
Xhosa										(In)		
Yoruba	TA			T	Fc TA					TA	Fc	In
Zulu	TA		Fc TA	TA		TA		?			Fc	In

TA = teaching assistants (student informant or instructors)
In = instructor/lecturer (non-tenured track, limited term employee)
Fc = faculty (tenured-track or tenured)

Several ASCs hire linguists who specialize in a language or group of languages. These faculty do not actually teach any African languages but provide resources.

[16]Data based upon telephone inquiry, 1993-94 timetables, and ASC brochure of faculty.

African Language Position Descriptions
1992-93 Announcements[17]

The way language teachers are trained or not trained and recruited encourages the perpetuation of unproductive language teaching practices. (Savignon, 1976)

Univ.	Language	Department	Title	Tenure	Degree	T Exp.	FL methods	FL Prof	English	Research	Pubs	Gram	Lit	Instruct	Materials	Stu
AUC	ARABIC	Ar. Inst.	AstP	2 yrs	Ph.D-Arabic	x	x	Native	x	x	x	x		9 hrs		u/g
Brown	ARABIC	Comp. Lit.	Lect	3 yrs	Ph.D.	x	x	Native					x	MSA all		
Dartmouth	ARABIC	Asian St. Prog.	AstP	2 yrs	Ph.D.	x		NN/Native	x				x			
S. Alabama	ARABIC	FL & Lit.	AstP/Inst			?	?							Self-Ins		u
Yale	ARABIC	NEL&C	Lect	non-tenure			x				x		x	MSA 2/3		
Georgetown	ARABIC	Arabic	AstP		Ph.D.	x	x							MSA 1/2		u
Arkansas	ARABIC	English	AsoP								x		x	Advise		u
Emory	ARABIC	NEJLL	AstP		Ph.D. Arabic	x	x	x + dialect			x		x	MSA all		
AUC	ARABIC	CASA	Director	2 yrs	M.A.	x	x	x						?		u/g
Jordan	ARABIC	ACOR	Prof.	?	? Ph.D.			x						?		u/g
Odense	ARABIC	CAAS - Denmark	AstP	1Yr +	M.A. TAFL	x	x	Native	x Danish					14 hrs	x	
Georgetown	ARABIC	Arabic	VAstP	6 yr	Ph.D.	x	x							MSA 1,2		
Dartmouth	ARABIC	Asian St. Prog.	VLec/APr	1 yr	Ph.D. Arabic Lit.	x							x	MSA all		
Cornell	ARABIC	NES	Lect	3 yrs		x	x	Native						MSA 1,2		
Texas	ARABIC	Oriental Afr. L&L	?Lect		Ph.D. Arabic Lit.			N/Native					x	Arabic Lit.		u/g
AUC	ARABIC	CASA	Director	2 yrs	Ph.D.	x	x							MSA	x	u/g

[17] Chronicle of Higher Education, Modern Language Association (Job Listing), AATA Newsletter, SLART-L, Linguist-L, African Studies Center (Title VI) notifications.

Univ.	Language	Department	Title	Tenure	Degree	T Exp.	FL methods	FL Prof	English	Research	Pubs	Gram	Lit	Instruct	Materials	Stu
Stanford	ARABIC	Linguistics	Lect	.5 yr	Ph.D.	x	x									
Ohio	ARABIC	Linguistics	Inst.	1 yr	ABD - SLA, Linguistics	x	x	N/Native						MSA 1-3	x	
Kansas	HAUSA	Afr & Afr-Am St.	Ast Prof	x	Ph.D. Linguistics, Literature, Lang. Ped.	x	x	N/Native		x	x		x	3 levels	x K-12	
Yale	SWAHILI	Linguistics- ALP	lect	1 yr	ABD	x		?						1,3 lev.		
Delaware St.	SWAHILI	Foreign Languages	Inst/AstP		Ph.D. Swahili					x	x			all lev	Community service	
Indiana	SWAHILI	Linguistics	Lect	1 yr	M.A. Linguistics, Literature	x	?	N/Native						1,2	x	
Washington	SWAHILI	Comp. Lit./Ling.	Lect.		ABD											
Wisconsin	SWAHILI	Afr. Lang. & Lit.	Lect/Prof.	summer	ABD Swahili	x										
Indiana	West Afr.	Linguistics	AstP	x	Ph.D.		x			x	x			Akan/ Bamana		
Ohio State	?African	Black Studies	AstP		Ph.D.	?	x							Bantu lang	x	
Michigan	Media Sp	Humanities & M.L.	Lect											Arabic 1,2	x	
Cornell	Lang Coor	Mod. Lang. & Ling	Lect/AstP		Ph.D. Linguistics	x	?			x				Supervise & teach		

Appendix I

DRAFT

Doctoral Program
in
African Language Acquisition
Proposed Joint
University of Wisconsin
College of Letters and Science -
School of Education

COURSES

African Languages (Arabic, Hausa, Swahili, Yoruba)
African language proficiency (superior/3)
- 3 yrs language instruction
- 1 yr literature course/seminar
- in country language immersion course

African Studies (Minor)
- 1 history appropriate for the African language
- 1 social science appropriate for the African language

Curriculum and Instruction
- 1-3 methods (elementary, middle, secondary, college)
- 2 research methods for education (qualitative/quantitative)
- 1 supervision
- 1 pre-service/in-service training
- 1 curriculum reform, sociology of teaching
- 1 American curriculum, secondary curriculum

Educational Policy Studies
- 1 Language policy & ethnicity, cultural pluralism
- 1 African educational policy, comparative education in developing countries

Education Psychology
- 1 assessment
- 3 statistics
- 1 language learning development
- 1 motivation

Linguistics
- 2 courses appropriate to the African language (tonology, dialectology)
- 1 language and culture
- 1 psycholiguistics, pragmatics

EXPERIENCE

In-country African language contact
every 5 years in target language country/region (since 1989)

Instructor of an African Language
Adults - university/college
Adolescent - high school
Transescent - middle school
Children - elementary

Instructor of language methods course
graduate level methods course
graduate pre-service workshop
undergraduate practicum/methods course

State Teaching Certificate
Foreign Language, English, English as a Second Language, Bilingual Education
Previous language teaching experience K-12

Supervision
Undergraduate teacher training program, graduate T.A. teaching program

Ph.D. Minor
Second Language Acquisition
College of Letters & Science
School of Education
(June, 1992)
4 courses = 12 graduate credits

Required
Research in Applied Linguistics
* Choice of 3 courses *

Principles of Language Learning
Workshop in School Program Development
Topics in Applied English Linguistics
Issues in Methods of Teaching French/Italian....
Topics in Contemporary German

Principles of Research Design
Design of Research in Curriculum and Instruction
Seminar: Design of Research and Evaluation in Curriculum and Instruction
Discourse Analysis
Topics in Applied English Linguistics
Issues in Methods of Teaching French/Italian....
Rehabilitation Psychology Research
Introduction to Survey Research

Appendix J

Teacher Certification in Arabic
DPI - REQUIREMENTS

University of Wisconsin
Proposed Certification Requirement

I. Arabic Requirements (Dept. of African Languages & Literature)

A. Culture and Civilization (choice of two) 6 cr.

1.	Islam: Religion and Culture	- 370
2.	Introduction to African Lit.	- 201
3.	History of North Africa	- 440
4.	Introduction to African Studies	- 277
5.	Morocco: Folklore, Culture, & Lit.	- 305
6.	Civilization of Ancient Egypt	- 375
7.	Trad. Middle East: Soc., Pol., Cul.	- 137
8.	Arabic Literature of Muslim Spain	- 300

B. Language (all required)

1.	First Year	- 321, 322	10 cr.
2.	Second Year	- 323, 324	10 cr.
3.	Third Year	- 445, 446	6 cr.

C. Linguistics (choice of one) 3 cr.

1.	Sounds of African Languages	- 202
2.	Introduction to African Ling.	- 301
3.	Language in Society in Africa	- 500
4.	Charac. of Afro-Asiatic Language	- 530
5.	Structure of Arabic	- 571

D. Literature (two courses) 6 cr.

1.	Arabic Literature	- 699

E. Residence in a country where Arabic is spoken

1. Wisconsin - Summer Program in Morocco, Mohammed V University
2. Wisconsin - Academic, American University of Cairo, Egypt
3. CASA - Summer/Academic, American University of Cairo, Egypt
4. Virginia - Summer Program in Jordan, Yarmouk University, Irbid
5. ASOR - Summer Program in Jordan, University of Jordan, Amman
6. Florida - Summer Program in Egypt, Ain Sham University,
7. Bourguiba Institute of Modern Languages, Tunis, Tunisia
8. Middlebury College, Summer Institute on Arabic, Vermont
9. Arabic Language Institute, Fez, Morocco
10. Binghamton Univ. - King Fahd Adv. School of Trans., Tangiers
11. University of Damascus, Summer Program, Syria
12. Arab Cultural Association, Amman, Jordan
13. National Council for US-Arab Relations - University of Aleppo
14. California - American University of Cairo, Egypt
15. Massachusetts - American University of Cairo, Egypt
16. Assn. Colleges of the MidWest - American University of Cairo
17. Pennsylvania State - American University of Cairo, Egypt
18. Yemen Language Center - Sana'a, Yemen (4 terms)
19. New York University - Arabic Academic Immersion Program, Amman
20. Jordan University College for Women - Amman, Jordan (summer)

21. Rhode Island College - Tunisia Study Tour (January/interim)
22. Kean College, New Jersey - Egypt (August)
23. Middle Tennessee State Univ. - Rissani, Morocco, Sijilmasa
24. University of Michigan - Monestair, Tunisia, Lepte Minor
25. University of Delaware - Egypt, Roman archeological sites

II. Methods (Dept. of Curriculum & Instruction)

A.	Practicum (Fall)	- 24-	2 cr.
B.	Methods of Teaching a Foreign Language	- 34-	3 cr.
C.	Student Teaching (Spring)	- 44-	12 cr.

III. General Education Requirements

A.	Foundation Courses (Ed. Psy.)	9 cr.
B.	Reading (C&I)	2 cr.
C.	Human Relations	
D.	Legal, Political, Economic Education	3 cr.
E.	Computers	3 cr.
F.	History, Philosophy of Education	3 cr.
G.	Study of the Profession	3 cr.
H.	Pupil Diversity	3 cr.
I.	Special Education	3 cr.
J.	Education for Employment	1 cr.
K.	School, Family, Community Involvement	1 cr.
L.	Children at Risk	1 cr.
M.	Pupil Services	1 cr.
N.	Creating Positive Environments	1 cr.
O.	Education and Testing	1 cr.
P.	Educational Technology	1 cr.

Teacher Certification in Hausa
DPI - REQUIREMENTS

University of Wisconsin
Proposed Certification Requirement

I.	**Hausa Requirements (Dept. of African Languages & Literature)**		
	A. Culture and Civilization (choice)		6 cr.
	(1. Introduction to Hausa Culture	- ?)	
	2. Islam	- 370	
	3. Introduction to African Lit.	- 201	
	4. History of West Africa	- 443	
	5. Introduction to African Studies	- 277	
	6. Introduction to African Arts	- 241	
	7. African Dance (West African)	- 032	
	B. Language		
	1. First Year	- 361, 362	10 cr.
	2. Second Year	- 363, 364	10 cr.
	3. Third Year	- 465, 466	6 cr.
	C. Linguistics (choice)		3 cr.
	1. Sounds of African Languages	- 202	
	2. Intro. to African Linguistics	- 301	
	3. Language in Society in Africa	- 500	
	4. African Linguistics - Tonolo	- 502	
	D. Literature		
	1. Hausa Literature	- 699	6 cr.
	E. Residence in a country in which Hausa is spoken		
	1. US DOE - GPA Summer Hausa Institute (8 wks summer)		
	2. Boston - Academic, Université de Niamey		
II.	**Methods (Dept. of Curriculum & Instruction)**		
	A. Practicum (Fall)	- 24-	2 cr.
	B. Methods of Teaching a Foreign Language	- 34-	3 cr.
	C. Student Teaching (Spring)	- 44-	12 cr.
III.	**General Education Requirements**		
	A. Foundation Courses (Ed. Psy.)		9 cr.
	B. Reading (C&I)		2 cr.
	C. Human Relations		
	D. Legal, Political, Economic Education		3 cr.
	E. Computers		3 cr.
	F. History, Philosophy of Education		3 cr.
	G. Study of the Profession		3 cr.
	H. Pupil Diversity		3 cr.
	I. Special Education		3 cr.
	J. Education for Employment		1 cr.
	K. School, Family, Community Involvement		1 cr.
	L. Children at Risk		1 cr.
	M. Pupil Services		1 cr.
	N. Creating Positive Environments		1 cr.
	O. Education and Testing		1 cr.
	P. Educational Technology		1 cr.

Teacher Certification in Swahili
DPI - REQUIREMENTS

University of Wisconsin
Proposed Certification Requirement

I. Swahili Requirements (Dept. of African Languages & Literature)

A. Culture and Civilization (choice) 6 cr.
1. Islam: Religion and Culture - 370
2. Introduction to African Lit. - 201
3. History of East Africa - 444
4. Introduction to African Studies - 277
5. Music Kiganda Xylophone - 361
6. (Introduction to Swahili Culture - 103)
7. Introduction to African Art - 241

B. Language
1. First Year - 331, 332 10 cr.
2. Second Year - 333, 334 10 cr.
3. Third Year - 435, 436 6 cr.

C. Linguistics (choice) 3 cr.
1. Sounds of African Languages - 202
2. Introduction to African Linguistics - 301
3. Language in Society in Africa - 500
4. African Linguistics - Morphology - 503

D. Literature
1. Swahili Literature - 699 6 cr.

E. Residence in a country in which Swahili is spoken
1. US DOE - GPA Summer Swahili Institute (8 wks summer)
2. Florida/Wisconsin - University of Dar es Salaam (9 months)
3. University of Dar es Salaam, Tanzania (8 wks summer)
{4. Florida - Makerere University, Uganda - Biology (8 wks summer)}
{5. St. Lawrence University in Kenya}
{6. Illinois Summer at the University of Egerton, Kenya}
{7. Simon Frazer College - Biology Semester in Kenya}
8. Long Island University - Kenya
9. Kalamazoo College/Great Lakes College Association - University of Nairobi, Kenya
10. Pennsylvania State - University of Nairobi, Kenya
11. School for Field Studies - Kenya
12. School for International Training - Kenya
13. Massachusetts - University of Nairobi
14. Minnesota - Kenya
15. Associated Colleges of the Midwest - Kenya
16. University of Southern California - Kenya
17. Texas A & M - Kenya
18. International Students Exchange - Kenya/Tanzania

II. Methods (Dept. of Curriculum & Instruction)

A. Practicum (Fall) - 24- 2 cr.
B. Methods of Teaching a Foreign Language - 34- 3 cr.
C. Student Teaching (Spring) - 44- 12 cr.

III. General Education Requirements

A.	Foundation Courses (Ed. Psy.)	9 cr.
B.	Reading (C&I)	2 cr.
C.	Human Relations	
D.	Legal, Political, Economic Education	3 cr.
E.	Computers	3 cr.
F.	History, Philosophy of Education	3 cr.
G.	Study of the Profession	3 cr.
H.	Pupil Diversity	3 cr.
I.	Special Education	3 cr.
J.	Education for Employment	1 cr.
K.	School, Family, Community Involvement	1 cr.
L.	Children at Risk	1 cr.
M.	Pupil Services	1 cr.
N.	Creating Positive Environments	1 cr.
O.	Education and Testing	1 cr.
P.	Educational Technology	1 cr.

Teacher Certification in Yoruba
DPI - REQUIREMENTS

University of Wisconsin
Proposed Certification Requirement

I. Yoruba Requirements (Dept. of African Languages & Literature)

A. Culture and Civilization (choice) 6 cr.
- 1. Introduction to Yoruba Culture - 230
- 2. Proseminar: Art of the Yoruba - 500
- 3. Introduction to African Lit. - 201
- 4. History of West Africa - 443
- 5. Introduction to African Studies - 277
- 6. Introduction to African Arts - 241
- 7. African Dance (West African) - 032

B. Language
- 1. First Year - 371, 372 10 cr.
- 2. Second Year - 373, 374 10 cr.
- 3. Third Year - 475, 476 6 cr.

C. Linguistics (choice) 3 cr.
- 1. Sounds of African Languages - 202
- 2. Introduction to African Linguistics - 301
- 3. Language in Society in Africa - 500
- 4. African Linguistics - Tonology - 502

D. Literature 6 cr.
- 1. Yoruba Literature - 699

E. Residence in a country in which Yoruba is spoken
- 1. US DOE - GPA Summer Yoruba Institute (8 wks summer)
- 2. Florida - Year at Obafemi Awolowo University (9 months)
- 3. Penn State - University of Ibadan, Nigeria (9 months/8 wks)
- (4. UW/UCLA - Summer Université du Bénin, Togo (8 wks))
- 5. Brown - University of Ibadan (sem/academic)

II. Methods (Dept. of Curriculum & Instruction)

A. Practicum (Fall) - 24- 2 cr.
B. Methods of Teaching a Foreign Language - 34- 3 cr.
C. Student Teaching (Spring) - 44- 12 cr.

III. General Education Requirements

A. Foundation Courses (Ed. Psy.) 9 cr.
B. Reading (C&I) 2 cr.
C. Human Relations
D. Legal, Political, Economic Education 3 cr.
E. Computers 3 cr.
F. History, Philosophy of Education 3 cr.
G. Study of the Profession 3 cr.
H. Pupil Diversity 3 cr.
I. Special Education 3 cr.
J. Education for Employment 1 cr.
K. School, Family, Community Involvement 1 cr.
L. Children at Risk 1 cr.
M. Pupil Services 1 cr.

N.	Creating Positive Environments	1 cr.
O.	Education and Testing	1 cr.
P.	Educational Technology	1 cr.

Appendix K

Standards for a Language Coordinator at Title VI African Studies Centers

1. Familiarity (basic/intermediate proficiency) of major African languages offered

2. Training in supervision
   a. class visitation program (peer/mentor program)
   b. familiarity with teaching methodologies
   c. familiarity with different supervisory strategies
   d. orientation workshop for new TAs
   e. college methods course
   f. ability to demonstrate different strategies in an African language

3. Collaboration with other language coordinators
   a. African language coordinators
   b. cross-language coordinators at university
   c. state supervisor of Foreign languages
   d. cross-language coordinators at post-secondary levels

4. Administrative leadership
   a. hiring practices
   b. budget
   c. overseas programs
   d. tasks forces (district, state, federal levels)

5. Scholarship
   a. research
   b. publications
   c. reader for articles and proposals

6. Membership in Organizations
   a. Association of Departments of Foreign Languages
   b. African Language Teachers Assocition
   c. American Council on the Teaching of Foreign Languages
   d. American Association of University Supervisors and Coordinators
   e. American Educational Research Association - FL research

Appendix L

Modern Language Association[17]
Language Requirements at Title VI African Studies Centers
Undergraduate and Graduate Students

Institutions	Entrance	Exit - BA/BS Degree
Boston University		16 sem. cr. placement proficiency CEEB 570
UC - Berkeley	2 yrs. high	
UC - Los Angeles	2 yrs. high	3rd qu level placement proficiency
Cornell University	3 yrs. high	interm. proficiency 1 FL lower proficiency 2 FL HS placement, CEEB
U. of Florida	2 yrs. high	10 sem. HS with placement proficiency
U. of Illinois	2 yrs. high	16 sem. HS with placement
Indiana University		14 sem. cr.
Michigan State Univ.		
Ohio State Univ.	2 yrs. high recommend	20 qu. HS with placement
Stanford University		3 qu. HS with proficiency
U. of Wisconsin	2 yrs.	BA = 4 sem. FL1, HS placement = 3 sem. FL1, 2 sem. FL2 BS = 3 sem. FL1
Yale University		interm. proficiency placement

[17] Brod, R.I. and Lapointe, M. (1989) The MLA survey of foreign language entrance and degree requirements, 1987-88, ADFL BULLETIN, Vol. 20/2: 17-41.

Appendix M

Interdisciplinary Language Linkages or Requirements at ASCs Based upon minimum 2-Year Language Requirement 1992-94[18]

	BU	UCB	UCLA	CU	FL	IL	IN	MSU	OSU	SU	WI	YU
Language methods course												x
Ph.D. Lang. Acquisit. minor											x	
Undergrad AS certificate, concentration or minor						2yrs		?		?	?2yr	2yrs
Graduate AS certificate	3yrs		comp			3yrs	2yrs	?				2yrs+
Ph.D. Area Studies minor					comp							
ANCIENT EGYPTIAN											2yrs	2yrs
A. Egyptian-area courses											2	5
A. Egyptian-faculty focus											2	4
A. Egyptian-overseas prog.											1	
ARABIC	?	?3yr	3yrs		3yrs	2yrs	3yrs	2yrs		3yrs	3yrs	3yrs
Arabic-area courses	?	?	4		4	2	13	3			?12	8
Arabic-faculty focus	?	?	7ASP ?MES		3	6	?MES	2		2	10	4 ?MES
Arabic-overseas prog.*		1			1						2	
"BAMANA"	2yrs					2yrs	3yrs					

[18]This chart illustrates the interdisciplinary design of language courses at Title VI ASCs. Languages offered upon demand at one level are not included in this chart. The data are from brochures, advertisements, catalogs, and timetables. This chart is not complete since several Title VI ASCs did not respond to a request for materials by the time of publication.

	BU	UCB	UCLA	CU	FL	IL	IN	MSU	OSU	SU	WI	YU
Bamana-area courses						3	3					
Bamana-faculty focus	3					3?	?					
Bamana-overseas prog.												
"BERBER"			2yrs									
Berber-area courses			?MES									
Berber-faculty focus			?MES									
Berber-overseas prog.												
CHEWA/NYANGA							3yrs					
Chewa-area courses							1					
Chewa faculty focus							1					
Chewa-overseas prog.												
HAUSA	2yrs		3yrs				3yrs	3yrs		3yrs	?3yr	
Hausa-area courses	1?		1				4				2	
Hausa-faculty focus	5		3				2	2			4	
Hausa-overseas prog.*	1									1		
LINGALA						2yrs						
Lingala-area courses						1						
Lingala-faculty focus						1						
Lingala-overseas prog.												
SWAHILI	3yrs	3yrs	3yrs		?2yr	2yrs	3yrs	3yrs		3yrs	3yrs	3yrs
Swahili-area courses	1		3		1	2	2	1			3	3
Swahili-faculty focus	14	7	19		4	3	5	6		6	11	2

	BU	UCB	UCLA	CU	FL	IL	IN	MSU	OSU	SU	WI	YU
Swahili-overseas prog.*		1?	1?		2	1					1	
WOLOF			2yrs			2yrs						
Wolof-area courses						2						
Wolof-faculty focus			2			?						
Wolof-overseas prog.												
XHOSA											3yrs	
Xhosa-area courses											3	
Xhosa-faculty focus											7	
Xhosa-overseas prog.												
YORUBA											3yrs	3yrs
Yoruba-area courses											3	3'
Yoruba-faculty focus											5	4
Yoruba-overseas prog.*												
ZULU	2yrs		2yrs									3yrs
Zulu-area courses			4									
Zulu-faculty focus	1		6									2
Zulu-overseas prog.												

Overseas prog. = Those overseas programs organized by the ASC university for registered students.

* Not included in the data are the U.S. Department of Education Group Projects Abroad (summer intensive language courses for third year students) of Arabic, Hausa, Swahili, and Yoruba. Some ASC faculty write the annual proposal and implement the grant on a rotating appointment.

NB! Several ASCs have arranged overseas programs to countries in which the ASC does not offer regular, academic language instruction.
UCB - Ghana UCLA - Togo MSU - Zimbabwe WI - Senegal (Sierra Leone and Togo)

Dissertations
Possible Trends of African Languages for Research at 12 Title VI African Studies Centers 1988-93[19]

	TOTAL	Amh	AEg	Arb	Bam	CV	Hau	Lin	Sho	Sot	Swa	Wol	Yor	Zul
Boston	20			9 ?	1 !	1	1 !			!	3 !			5 !
UC-Berkeley	13			6*!							7 !			
UC-Los Angeles	31		1*?	9*!			1 !				17!	2 !		1 !
Cornell	19			5 !	3 !						9 !		2 !	
Florida	7			2 !							5 !			
Illinois	21			4 !	1 !			1 !			15!			
Indiana	14			8 !	4 !		1 !				1 !			
Michigan State	27	2		8 !	7				4		6 !			
Ohio State	5			4*!							1 !			
Stanford	10			6 !			1 ?				3 !			
Wisconsin	21			6 !			4 !			3	7 !		1 !	
Yale	9			7 !										2
TOTAL - Language	197	2	1	74	16	1	8	1	5	3	74	2	3	10

Amh = Amharic AEg = Ancient Egyptian Ara = Arabic Bam = Bamana CV = Cape Verdean Hau = Hausa Lin = Lingala
Sho = Shona Sot = Sotho Swa = Swahili Wol = Wolof Yor = Yoruba Zul = Zulu

* Title VI Middle East Studies Centers
! Languages actually taught during the academic year in a regular sequence program

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[19]This table summarizes the list of dissertations compiled by Joseph Lauer in the *ASA News*. Cornell University and Ohio State University (Undergraduate program only) received Title VI funding for African language instruction beginning 1991. The list for Arabic also indicates those dissertations which may have claimed affiliation with the Middle East Studies Centers rather than the African Studies Centers despite the fact that the topic concerned North Africa.

Appendix N

African Language Commitments
MSU Meeting - 1991[20]

	Afrikaans	Amharic	Arabic	Bamana	Hausa	Lingala	Shona	Swahili	Wolof	Yoruba	Zulu	Akan
Dictionary		Kane-						Biersteker-YU 1st yr dict.				
Grammar												
1 Yr Text		Hudson-MSU			Schuh-UCLA				Schuh-UCLA text	*Schleicher-WI text		Kotey-FL
2 Yr Text					Leben-SU		Carter-WI	*Hauner-WI survey				Kotey-FL
3 Yr Text								*Hauner-WI survey				
Text evaluation					Dwyer-MSU Culture			Moshi-GA Culture		Schleicher-WI Culture		
Visuals												
Individualized					*Botne-IN			Botne-IN				
Taskforce					Hunter-WI			Moshi-GA		Schleicher-WI		
Guidelines										?Carstens-CU		
OPI tester								!Kamya-BU		!Schleicher-WI		
ALTA Member		1	1	1	7	1	2	18	2	2	1	1
K-12 Program					Starratt-NEC 6-8 grades			Kuntz-WI summer '94				
GPA					Schleicher-WI(94)		?	Moshi-GA(94)		Schleicher-WI(94)	?	

! Recertification pending
* Project completed for sale
? Not clear on commitment or action taken

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[20]Dwyer, D.J. (1991) African language teaching in the United States: Directions for the 1990s. (Final Report of Conference, 16-17 March 1991). East Lansing, MI: Michigan State University, African Studies Center.

Appendix O

Language Teaching Organization Web

K-12 Schools
Elementary
Middle/Junior High
Senior High/Baccelaureat
State Department of Education

University-Departments
School of Education
College of Arts & Sciences
College of Agriculture/Environment
School of Business

Language Resource Centers
Univ. of Hawai'i
San Diego State Univ.
Georgetown Univ./CAL

Post-Secondary Institutions
Community Colleges
4-Year Colleges
Non-funded Universities
Private Language Schools
Past Title VI ASCs
USDA-Graduate School

Title VI African Studies Centers
Boston University
U.C. - Berkeley
U.C. - Los Angeles
Cornell University
University of Florida
University of Illinois
Indiana University
Michigan State University
(Ohio State University)
Stanford University
University of Wisconsin
Yale University

U.S. Government Agencies
CALL
NCS
FSI
DLI
CIA
Peace Corps
Voice of America

Professional Language & Research Organizations
ACTFL
MLA
TESOL/TEFL
ADFL
NASILP
AERA
ATA
CALICO
ERIC-CLL
JNCL-NCLIS
NCSSFL
NFMLTA
AAAL
NFLC (BBS)
AACC

African-related Associations
ASA
AASP
ALA-ACAL (linguistics)
ALA (literature)
ALA (librarians)

Less-Commonly Taught Languages Organizations
AATA
AATSEEL
CLTA
NCSSTJ
AATT
ACTR
SEASSI
ASALE
ATJ
NAPH
CTSEAL
NCOLCTL
ALTA
CLI
CARAL

Electronic Service
ERL-l@asuacad.bitnet
ERIC-l@iubvm.bitnet
Langues@uquebec.bitnet
Multi-l@barilvm.bitnet
Russian@asuacad.bitnet
Arabic-l@byu.bitnet
SLART-l@psuvm.bitnet
Seelangs@cunyvm.bitnet
Swahili-l@macc.wisc.edu

Ethnic Communities
Atlanta - Yoruba
Detroit - Arabic
Oriotunji Village - Yoruba
Toledo - Arabic
Washington, DC - Amharic

** International **

African-related Organizations
BATA
CASA
TAFL (Egypt/Tunisia)

Government Organizations
BBC
UN
Arab League
OAU

Addresses of Organizations

African Language Teachers Association (ALTA)
Pres., Antonia Schleicher, Dept. of African Languages and Literature, 866 Van Hise Hall, 1220 Linden Dr., University of Wisconsin, Madison, WI 53706 (608) 262-2487 folarin@macc.wisc.edu
swahili-l@macc.wisc.edu

African Studies Association (ASA)
Exec. Sec., Edna Bay, Credit Union Bldg., Emory University, Atlanta, GA 30322 (404) 329-6410, Fax (404) 329-6433
africa@emoryu1.cc.emory.edu

Alliance for Education in Global and Interantional Studies (AEGIS)
Exec. Dir., Pamela Wilson, 4 Stratton Place, Portland, ME 04101 (207) 874-9757 Fax (207) 874-0157

American Association of Applied Linguistics (AAAL)
Sec. Andrew Cohen, 7630 West 145th St. Suite 202, Apple Valley, MN 55124 (612) 953-0805, Fax (612) 891-3500
adcohen@maroon.tc.umn.edu

American Association of Teachers of Arabic (AATA)
Exec. Dir., Dilworth Parkinson, Dept. of Asian and Near Eastern Languages, 280 HRBC, Brigham Young University, Provo, UT 84602 (801) 378-4684, Fax (801) 378-6528
parkinsond@byu.edu
arabic-l@byu.edu

American Assoc. of University Supervisors and Coordinators (AAUSC)
Sec., Lynn Carbón Gorell, Dept. of Spanish, Italian, and Portuguese, University of Michigan, Ann Arbor, MI

American Council on the Teaching of Foreign Languages (ACTFL)
Exec. Dir., Edward Scebold, 6 Executive Plaza, Yonkers, NY 10701 (914) 963-8830, Fax (914) 963-1275

American Educational Researach Association (AERA) - Second Language
Sec. Leslie Schrier, Division of Curriculum and Instruction, N244 Lindquist Center, University of Iowa, Iowa City, IA 52242 (319) 335-5324, Fax (319) 335-5386
cedsllwy@uiamvs.bitnet

American Forum for Global Education
Pres., Andrew Smith, 45 John St., Suite 908, New York, NY 10038 (212) 732-8606 Fax (212) 691-4132

Association of Departments of Foreign Languages (ADFL)
Pres., Ann Bugliani, % Modern Language Association, 10 Astor Place, New York, NY 10003 (212) 475-9500

Center for the Advancement of Language Learning (CALL)
Dir., Rick Rickerson, 801 North Randolph St., Suite 201, Arlington, VA 22203 (703) 525-4367 Fax (703) 525-5186

Center for Applied Linguistics (CAL)
Dir., Charles Stansfield, 1118 22nd Sc., NW Washington, DC 20037 (202) 429-9292, Fax (202) 659-5641
cal@guvax.bitnet

Center for Applied Research in African Languages (CARAL)
Dir., Stanley Cushingham, 269 W. Rock Ave., New Haven, CT 06515-2130 af614@yalevm.yale.edu

Central States Conference on the Teaching of Foreign Languages
Exec. Sec., Jody Thrush, Madison Area Technical College, 3550 Anderson St., Madison, WI 53704-(608) 246-673

Computer Assisted Learning Instruction Consortium (CALICO)
Duke University, Box 90267, Durham NC 27708-0267 (191) 681-6455 Fax (191) 681-6485
calico@dukemvs.ac.duke.edu

Consortium for Language Teaching and Learning (CLTL)
Dir. Peter Patrikis, 111 Grove St., New Haven, CT 06511 (203) 432-0590

Defense Lanaguage Institute (DLI)
Provost, Ray Clifford, Presidio of Monerey, CA 93944 (408) 647-5119

Foreign Service Institute (FSI)
Dir., Nazir Daher, African Section, 1800 N. Kent St. Arlington, VA (703) 243-4855

Joint National Committee for Languages (JNCL)
National Council for Languages and Intern'l Studies (NCLIS)
Dir., David Edwards, Suite 211, 300 Eye St., NE, Washington, DC 20002 (202) 546-7855 76306.535@compuserve.com

Linguistic Society of America (LSA)
Sec., Frederick Newmeyer, Suite 211, 1325 18th St., NW, Washington, DC 20036-6501 (202) 835-1714
zzlsa@gallua.bitnet

Modern Language Association (MLA)
Pres., Richard Brod, 10 Astor Place, New York, NY 1003 (212) 475-9500

Middle East Studies Association (MESA)
University of Arizona, 1232 N. Cherry Ave., Tucson, AZ 85721 (602) 621-5850

Middle State Association of Modern Languages
Gladys Rivera-LaScala, Language Studies Department, U.S. Navel Academy, Annapolis, MD 21402

Midwest Modern Language Association (MMLA)
Exec. Dir., Rudolf Kuenzli, 302 EPB, University of Iowa, Iowa City, IA 52242 (319) 335-0331

National Association of Self-Instructional Language Prog. (NASILP)
Exec. Dir., John Means, Center for Critical Languages, Temple University, Philadelphia, PA 19122 (215) 787-1715/5233

National Council of State Supervisors of Foreign Langauges (NCSSFL)
Pres., Susan Grier, Dept. of Education, State Educ. Bldg 4, Capitol Mall, Little Rock, AR 72201 (501) 682-4398 Fax (501) 682-4618

National Council of Less Commonly Taught Language Org. (NCLCTLO)
Pres., Eyamba Bokamba, Matthews St., University of Illinois, Urbana, IL 61801 (217) 333-3563 FAX (217) 244-3050
bokamba@ux1.cso.uiuc.edu

National Federation of Modern Language Associations
Ed., Sally Magnan, Modern Language Journal, Department of French and Italian, 614 Van Hise Hall, 1220 Linden Dr., University of Wisconsin, Madison, WI 53706 (608) 262-9741 smagnan@macc.wisc.edu

National Foreign Language Center (NFLC)
Dir., David Maxwell, 1619 Massachusetts Ave. NW, Suite 400, Washington, DC 20036 (202)667-8100 Fax (202)667-6907

Northeast Conference on the Teaching of Foreign Languages
St. Michael's College, Dupont Hall, 29 Ethan Allen Ave. Colchester VT 05439

Northeast Modern Language Association (NEMLA)
Exec. Dir., Anne Berkman, Dept. of English, East Stoudsburg University, East Strodsburg, PA 18301 (717) 424-3379

Pacific Northwest Council on Foreign Languages
Ann Tllefson, 970 North Glenn Road, Caspar, WY 82601

Peace Corps - Language Training/Library (PC)
Dir., Doug Gilzo, 1990 K St. NW, Washington, DC (202) 606-3890

Rocky Mountain Modern Language Association (RMMLA)
Exec. Dir., Charles Davis, Department of English, Boise State University, Boise, ID 83725 (208) 385-1199 Fax (208) 385-1247

SCOLA P.O. Box 619, McClelland, IA 51548-0619 (712) 566-2202

South Atlantic Modern Language Association (SAMLA)
Exec. Dir., Robert Bell, Box 6109, University Station, University of Alabama, Tuscaloosa, AL, 35486 (205) 348-9067

South Central Modern Language Association (SCMLA)
Exec. Dir., Richard Critchfield, Department of English, Texas A&M, College Station, TX 77843 (409) 845-7041

Southern Conference on Language Teaching (SCOLT)
Lee Bradley, Valdosta State College, Valdosta, GA 31698
lbradley@grits.valdosta.peachnet.edu
(BBS) scolt@catfish.valdosta.peachnet.edu

Southwest Conference on Language Teaching (SWCOLT)
Mary de López, 220 Silverwood, El Paso, TX 79922

World Learning (U.S. The Experiment in International Living)
Marsha Valley, Critical Languages and Area Studies Consortium, P.O. Box 676, Kipling Rd., Brattleboro, VT 05302 (802) 257-7751 (800) 462-5272

Journals Associated with Language Learning

Al-ʿArabiyya (AATA)
ADFL Bulletin (MLA)
Applied Language Learning
Applied Linguistics
Applied Psycholinguistics
British Journal of Educational Technology
CALICO Journal (CALICO)
Canadian Modern Language Review
ELT Journal
Foreign Language Annals (ACTFL)
The French Review (AATF)
Hispania (AATSP)
IALL Journal of Language Learning Technologies (IALL)
International Review of Applied Linguistics in Language Teaching
Language Learning
Language Problems and Language Planning
Modern Language Journal (NFMLTA)
Multilingua: Journal of Cross-Cultural and Interlanguage Communication
Slavic and East European Journal (AATSEEL)
Studies in Second Language Learning
System
TESOL Quarterly (TESOL)
Die Unterrichtspraxis (AATG)

State Foreign Language Organization,
Publication, and Supervisors
for
HEA Title VI African Studies Center
Universities

California **UC-Berkeley, UC-Los Angeles, Stanford University**
California Foreign Language Teachers Association
CLFTA News
MCLASC Newsletter: FORUM
Polyglot
Arlene Burns, Language Arts & Foreign Languages, California State Department of Education, P.O. Box 944262, Sacramento, CA 94244
FL offered every year 7-12. Students must take 1 year of FL or fine arts.

Connecticut **Yale University**
Connecticut Council on Language Teaching
COLT News
Mary Ann Hansen, Foreign Languages, State Department of Education, P.O. Box 2219, Hartford, CT 06145
No information.

Florida **University of Florida**
Florida Foreign Language Association
The FFLA Newsletter
Gabriel Valdes, Foreign Language Specialist, State Department of Education, 444 Florida Education Center, Tallahassee, FL 32399
No information.

Illinois **University of Illinois-Urbana**
Illinois Council on the Teaching of Foreign Languages
Illinois Foreign Language Teachers Association
ICTFL Accents
IFLTA Newsletter
Thomas Hansen, State Supervisor for Foreign Languages, Dept. N-242, Illinois State Board of Education, 100 North First St., Springfield, IL 62777
No information.

Indiana **Indiana University**
Indiana Foreign Language Teachers Association
IFLTA News
Walter Bartz, Foreign Language Education, Indiana Department of Education, Rm. 229, State House, Indianapolis, IN 46204
Must offer 2 years of one FL. For Academic Honors Diploma - 3 years of one FL or 2 years of two FLs.
(1986) *A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools.*

Massachusetts **Boston University**
Massachusetts Foreign Language Association
MaFLA Newsletter and Bulletin
Gilman Herber, Bureau of Equity and Language Services, Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02167
No information.

Michigan **Michigan State University**
Michigan Foreign Language Association
Foreign Language Curriculum Program, Michigan Department of Education, P.O. Box 30008, Lansing, MI 48909
Additional funding for each student enrolled in FL K-12 in an uninterrupted sequence.

New York **Cornell University**
New York State Association of Foreign Language Teachers
NYSAFLT News
Language Association Bulletin
Paul Dammer, Bureau of Foreign Languages Eduction, Rm. 228 EB, State Education Department, Albany, NY 12234
Must offer 1 FL grades 8-12. All students must study FL for two years. Regents Exam = 3 years of one language + pass on proficiency exam.
(1986) *Modern Language for Communication.*

Ohio **Ohio State University**
Ohio Foreign Language Association
Cardinal
Humanities
Reid Baker, Foreign Language Education, Ohio Department of Education 65 S. Front Street, Rm. 1005, Columbus, OH 43266
All high schools must offer 3 years of one FL or 2 years of two FLs.

Wisconsin **University of Wisconsin-Madison**
Wisconsin Association of Foreign Language Teachers
The Voice of WAFLT
Paul Sandrock, Foreign Language Supervisor, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707
Must provide FL instruction grades 7-8. Must offer FL grades 9-12.
Grittner, F.M. (1986) *A Guide to Curriculum Planning in Foreign Language.*

* Regional Associations *

Central States Conference on the Teaching of Foreign Languages
Midwest Modern Language Association (MMLA)
University of Illinois
Indiana University
Michigan State University
Ohio State University
University of Wisconsin

Middle State Association of Modern Languages
Cornell University
Yale University

Northeast Conference on the Teaching of Foreign Languages
Northeast Modern Language Association (NEMLA)
Boston University

Pacific Northwest Council on Foreign Languages
? University of California-Berkeley
? Stanford University

Rocky Mountain Modern Language Association (RMMLA)

South Atlantic Modern Language Association (SAMLA)
Southern Conference on Language Teaching (SCOLT)
University of Florida

South Central Modern Language Association (SCMLA)

Southwest Conference on Language Teaching (SWCOLT)
University of California-Los Angeles

* American Educational Research Association *
Research Centers

National Center on Research on Teacher Education
Michigan State University

National Center for School Leadership **University of Illinois**

National Research Center on Families, Communities and Children
Boston University

National Research Center on Mathematics Teaching and Learning
National Research Center on the Study or Organization and
Restructuring of Schools **University of Wisconsin**

National Research Center on Writing and Literacy
University of California-Berkeley

Addresses of Textbook Publishers
African Language Textbooks

African World Press, P.O. 1892, Trenton, NJ 08607 (609) 771-1666
Cambridge University Press, Modern Language Editorial Department, Edinburgh Bldg, Cambridge, CB22RU UK
Georgetown University Press, Intercultural Center, 111 Rm., Georgetown University, Washington, DC 20057-1079 (202) 687-6063
National Textbook Company, 4255 West Touhy Ave., Lincolnwood, IL 60646-1975 (800) 323-4900/(708) 679-5500 % Keith - Arabic/Swahili supplementary
University Press of America, 4720 Boston Way, Lanham, MD 20706 (301) 459-3366 % Maureen Muncaster (301) 731-9546 - African language series (camera ready manuscripts, author consignment of 100 copies)
Yale University Press, 92 A Yale Station, New Haven, CT 06520 (203) 432-0960/0948 % Judith Calvert - Foreign language series

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Commonly Taught Language Textbooks

AMSCO, 315 Hudson Street, New York, NY
EMC Publications, 300 York Ave., St. Paul MN 55101 (800) 328-1452
Harcourt Brace Jovanovich (Holt Rinehard Winston, Dryden, Saunders College Publishing Group), 301 Commerce St. Suite 3700, Ft. Worth, TX 76102 (817) 334-7584 % Jim Harmon
HarperCollins College (Scott Foresman) 10 East 53rd St., New York, NY 10022 (212) 207-7000
DC Heath, College Division, 125 String St., Lexington, MA 02173 (800) 235-3565 % Vince Dougen (FGS only, need guarantee of 5000 copies sold)
Sally Magnan & Yvonne Ozzello (French - Wisconsin)
Heinle & Heinle, 20 Park Plaza, Boston, MA 02116 (800) 237-0053/(617) 451-1940 % Janet Drackensdorf
Houghton Mifflin, College Division, One Beacon Street, Boston, MA 02108
MacMillan Publisher, College Editorial, 866 3rd Ave., New York, NY 10022 (212) 702-2000
McGraw Hill-College, Princeton Road, Highstown, NJ 08520 (800) 338-3987
Prentice-Hall, College Division, 113 Sylvan Ave. Englewood Cliff, NJ 07632 (800) 526-0485 % Lynn Westwater - Foreign Language series

Computer Materials

Hyperglot Software, P.O. Box 10746, Knoxville, TN 37939-0746 (800) 726-5087

Appendix P

Timeline for Action

African Language Instructors
A National Plan

* 1993 *

Language Computer Network:	January, 1993
Amazigh-net	
Overseas GPA Language Program:	June, 1993
Yoruba	
US Summer Language Programs:	June, 1993
Amharic, Kikuyu, Ovambo	
Textbooks:	September, 1993
I - Yoruba	
Framework for Major Languages Draft - NCLCTLO	October, 1993
Hausa, Lingala, Swahili, Yoruba	
HEA, Title VI Language & Area Studies Proposals (1994-7 academic years)	November, 1993
Task Force Meeting - ALTA/NCLCTLO	November, 1993
Bamana, Hausa, Swahili, Yoruba, Tswana, Zulu	
Published Guidelines to ACTFL:	December, 1993
Hausa, Lingala, Swahili, Yoruba	
(Drafts) Afrikaans, Amharic, Bamana, Shona, Wolof, Zulu	

* 1994 *

Language Computer Network:	January, 1994
Hausa-L, Yoruba-L	
TA Methods Course - Title VI ASCs	January, 1994
Title VI African Studies Resource Centers	February, 1994
Certificate Language Requirement	
OPI Testers certified:	May, 1994
Afrikaans, Amharic, Bamana, Hausa, Lingala, Shona, Swahili, Wolof, Yoruba, Zulu	
Overseas GPA Language Program:	June, 1994
Hausa	
(Drafts) Shona, Sotho, Zulu	
US Summer Language Programs:	June, 1994
Swahili Pedagogical Institute (MSU)	June, 1994
OPI Tests & Manual to ACTFL:	September, 1994
Hausa, Lingala, Swahili, Yoruba	
(Drafts) Afrikaans, Amharic, Bamana, Shona, Wolof, Zulu	
Published Guidelines to ACTFL:	December, 1994
Afrikaans, Amharic, Bamana, Shona, Wolof, Zulu	
Textbooks:	December, 1994
I - Amharic, Lingala, Wolof	
II - Afrikaans, Yoruba, Zulu	
III - Bamana, Hausa, Shona, Swahili	
Computer - Video Assisted Language Instruction:	December, 1994
Hausa, Swahili, Yoruba	

* 1995 *

Language Computer Network: Bamana-L, Shona-L, Zulu-L	January, 1995
OPI Trainer - Arabic, Hausa, Swahili	May, 1995
Overseas GPA Language Program: Shona	June, 1995
US Summer Language Programs:	June, 1994
Immersion Program Middlebury College Swahili	June, 1995
Published Guidelines to ACTFL Afrikaans, "Akan," Chewa, Wolof	September, 1995
OPI Tests & Manual to ACTFL Afrikaans, Amharic, Bamana, Shona, Wolof, Zulu	September, 1995
K-12 Teacher Certification Arabic, Swahili, Hausa, Yoruba	September, 1995
Doctoral African Language Program Arabic, Hausa, Swahili, Yoruba	September, 1995
Language Faculty Inservice Institute (1996) Afrikaans, Amharic, Bamana, Hausa, Lingala, Shona, Swahili, Wolof, Yoruba, Zulu	November, 1995
Textbooks: I - "Akan," Chewa II - Amharic, Lingala, Wolof III - Afrikaans, Yoruba, Zulu	December, 1995
Computer - Video Assisted Language Instruction: Amharic, Shona, Wolof, Zulu	December, 1995

* 1996 *

Language Computer Network: Amharic-L, Lingala-L, Wolof-L	January, 1996
Textbooks: II - "Akan," Chewa III - Amharic, Lingala, Wolof	April, 1996
Overseas GPA Language Program: Sotho, Zulu	June, 1996
US Summer Language Programs: Amharic	June, 1995
Immersion Program Middlebury College Hausa	June, 1996
OPI Tests & Manual to ACTFL "Akan," Chewa	September, 1996
HEA, Title VI Language & Area Studies Proposals (1997-2000) academic years)	November, 1996
Computer - Video Assisted Language Instruction: Bamana, Lingala	December, 1996

* 1997 *

US Summer Language Programs:	June, 1995
Overseas GPA Language Program: Amharic, Wolof	June, 1997
Immersion Program Middlebury College Yoruba	June, 1997

7-12 Language Camp (Concordia College, MN) June, 1997
Language Camp (Russellville, AR)
Arabic
Textbook Revisions:
I - Arabic, Bamana, Hausa, Shona, Swahili
Computer - Video Assisted Language Instruction: December, 1997
"Akan," Chewa

* 1998 *

US Summer Language Programs: June, 1995
Overseas GPA Language Program: June, 1998
?Lingala
7-12 Language Camp (Concordia College, MN) June, 1998
Language Camp (Russellville, AR)
Swahili
K-16+ Language Instructor Inservice November, 1998
Arabic, Hausa, Swahili, Yoruba
Textbooks: December, 1998
III - "Akan," Chewa
Textbook Revisions: December, 1998
I - Afrikaans, Zulu
II - Arabic, Hausa, Swahili

* 1999 *

US Summer Language Programs: June, 1995
Overseas GPA Language Program: June, 1999
?"Akan," Chewa
7-12 Language Camp (Concordia College, MN) June, 1999
Language Camp (Russellville, AR)
Hausa